

# SCHOOL JOURNAL

NEW YORK AND CHICAGO



VOLUME LVII., No. 18.  
\$2.00 A YEAR; 6 CENTS A COPY.

NOVEMBER 19, 1898.

*Every good book is instructive, but not every good book instructs. Some are too difficult; some too defective in method; others too unattractive.*

## THE LEADING SCHOOL TEXTS

Ideal Texts for school use should be pleasing in form, be well written, well printed, and well illustrated, advanced in method and thought, and also be the work of writers who, besides being severally masters of their subjects are teachers by nature. Books that are equal to these requirements deserve the title of

### THE BEST TEXT BOOKS

of such the following are striking examples:

#### NATURAL GEOGRAPHIES

By Jacques W. Redway, F.R.G.S., and Russell Hinman, author of the Eclectic Physical Geography.

Natural Elementary Geography - \$.60  
Natural Advanced Geography - \$1.25

#### FIRST LESSONS IN CIVICS

By S. E. Forman, Ph.D.

Price - - - - - \$.60

#### RIGHTS AND DUTIES OF AMERICAN CITIZENSHIP

By Westel Woodbury Willoughby, Associate in Political Science, Johns Hopkins University.

Price - - - - - \$1.00

#### BALDWIN'S READERS

Eight Books: One for each Year.  
Five Books: For Ungraded Schools.

#### NATURAL MUSIC SERIES

##### A Short Course in Music

By Frederic H. Ripley and Thomas Tapper.

Book I., - - - - - \$.35  
Book II., - - - - - \$.40

#### McMASTER'S SCHOOL HISTORY OF THE UNITED STATES

By John Bach McMaster, Professor of American History in the University of Pennsylvania.

Price - - - - - \$1.00

#### TODD'S NEW ASTRONOMY

By David P. Todd, M.A., Ph.D., Professor of Astronomy and Director of the Observatory, Amherst College.

Price - - - - - \$1.30

#### BARNES'S NATIONAL VERTICAL PENMANSHIP

Per dozen, - - - - - \$.75

#### CARPENTER'S NORTH AMERICA

By Frank G. Carpenter.

Price - - - - - \$.60

Uniform with this volume:

(Carpenter's Asia - \$.60)

#### LYTE'S GRAMMARS

By Dr. E. Oram Lyte, President of the National Educational Association.

Elementary English - - - \$.35  
English Grammar and Composition - \$.50

#### OVERTON'S APPLIED PHYSIOLOGY

By Frank Overton, M.D., Late Surgeon of the City Hospital, New York.

Overton's Primary Physiology - \$.30  
Overton's Intermediate Physiology - \$.50  
Overton's Advanced Physiology - \$.80

And many others which, like these, are in methods and ideas THE NEWEST TEXT-BOOKS. For descriptive catalogues and prices of these books please write to the

New York  
Cincinnati  
Chicago

## AMERICAN BOOK COMPANY

Boston  
Atlanta  
Portland, Ore.



"Thus ready for the way of life or death, I wait the sharpest blow."

—PERICLES, Act I, Scene 1.

## DIXON'S AMERICAN GRAPHITE PENCILS

ARE PARTICULARLY SUITED TO THE REQUIREMENTS OF TEACHERS AND PUPILS. \* \* \* \* \*

If you are not familiar with the Merits of the Dixon, mention THE SCHOOL JOURNAL and send 16 cents in stamps for samples.

JOSEPH DIXON CRUCIBLE CO.,  
Jersey City, N. J.

## MESERVEY'S TEXT-BOOKS IN BOOK-KEEPING

Adopted by the State Board of Education for the Public Schools of the STATE of VIRGINIA.

July, 1898.

Previously adopted by Act of Legislature for the STATE of WEST VIRGINIA.

Meservey's Text-Books in Book-keeping are used with marked success in Cities and Towns aggregating a population of more than 12,000,000.

CORRESPONDENCE REQUESTED.

THOMPSON, BROWN & CO., - Boston-Chicago.

**JUST OUT.**

## NATURE SONGS FOR CHILDREN

By MRS. FANNY SNOW KNOWLTON.

This is a charming collection of Children's Songs, admirably adapted to the Kindergarten, Primary School and Home.

There are sixty-five songs in the book, divided into groups, as follows: The Months, Flower Songs, Bird Songs, Games, Miscellaneous Songs and Sacred Songs.

The words are, in the main, by distinguished authors and all were selected with great care. The melodies are simple and within the compass of the child voice.

The size of the book is 8 x 10 1-2 in. 110 pp. Handsomely bound in gray cloth. Price, postpaid, \$1.

We shall publish, December 15,

### HALF A HUNDRED STORIES.

For the Little People.

Silk cloth, postpaid, 75 cts.

NEW YORK.  
KANSAS CITY.

ATLANTA.

MILTON BRADLEY CO., Springfield, Mass.

### TRANSLATIONS.

#### INTERLINEAR.

HAMILTON, LOCKE AND CLARK'S.

Good Type—Well Printed—Fine Paper—Half-Leather Binding—Cloth Sides—Price reduced to \$1.50, postpaid. Send for sample pages.

#### LITERAL.

THE BEST TRANSLATIONS.

New Copy-right Introductions—New Type—Good Paper—Well Bound—Convenient for the Pocket—Price, postpaid, 50 cents each.

Catalogue free—send for one. | DAVID McKAY, PUBLISHER, 1022 MARKET ST., PHILADELPHIA

The fact that the PUBLIC SCHOOLS of Chicago have ordered

**6,000 GALLONS OF OLCOTT'S BEST SCHOOL INK** is a sufficient guarantee as to its quality. Send 5c. to cover postage, and we will send you a free sample.

J. M. OLCOTT & CO.,  
New York, Manufacturers of Chicago.  
70 Fifth Ave. School Supplies. 84 Wabash Ave.

**WANTED**—Live Teachers, successful at canvassing or agency work, to represent our publications. Salary and commission. This is a rare chance for live teachers who wish to leave teaching for permanent and paying work. Address E. L. KELLOGG (personal), 61 E. 9th St., N. Y.

## PECKHAM, LITTLE & CO.,

EVERYTHING FOR THE SCHOOLS.

It will pay you to get our SPECIAL PRICES and compare samples, before ordering elsewhere.

CORRESPONDENCE SOLICITED. 9 CLINTON PLACE (8th Street), NEW YORK.



### For All Around Work

It is the very Superior Writing Machine.

It Excels in all Desirable Features. It is Simple, Strong and Mechanically Correct—the Most Economical Machine Made. ::::::::::

SEND FOR ART CATALOGUE.

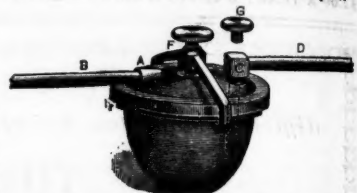
The Smith Premier Typewriter Co.  
SYRACUSE, N. Y.

BULLOCK & CRENSHAW,  
528 Arch Street, Philadelphia.

## CHEMICAL APPARATUS and CHEMICALS.

COMPLETE LABORATORY OUTFITS.

Sole agents for Dreverhoffs Saxon Filter Papers.



New Normal School Retort.

Send for our supplement containing normal school apparatus. Full Catalogues furnished on receipt of 10 cents.

ESTABLISHED 1861.

EIMER & AMEND,  
205-211 Third Ave.,  
NEW YORK.



Everything necessary for the Chemical and Physical Laboratory will be furnished of best quality at reasonable prices.

Glass and Metal Apparatus, special, made to order, according to drawings.

Glass blowing and engraving done on premises.

**FRENCH** BERCY'S TEXT-BOOKS for Teaching French

are used everywhere. Send to the publisher for copies on examination.

WILLIAM R. JENKINS,  
851 & 853 SIXTH AVENUE, - NEW YORK.  
Complete catalogue on application.

### COURSES FOR TEACHERS

to meet the new requirements for Certificates. THE NORMAL DEPARTMENT OF THE ETHICAL CULTURE SCHOOLS,

which is accepted by the City Superintendent as an Institution of Learning qualified to satisfy his requirements for certificates, offers to teachers special courses, beginning Saturday, Nov. 10, at 10 A. M., in Applied Psychology, English Literature, Nature Study, Art, American History, and Ideals of Education. Terms for each course \$10.00. Apply to Mr. JOHN F. REIGART, Supt., 109 W. 54th St., N. Y.

### AN AGENT WANTED

in every County and every City in the United States for Kellogg's Teachers' Libraries. Terms Liberal. Write at once.....

E. L. KELLOGG & CO., Publishers  
61 E. 9th Street, New York.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

The Success of the

## ESTERBROOK "VERTICAL WRITER" PENS

is an event in the history of the schools for 1897. They are undoubtedly the best of the kind for their special purpose. Ask your stationer for their No. 556 or 570, or place them on your requisitions. THE ESTERBROOK STEEL PEN CO.,  
26 JOHN STREET, NEW YORK  
WORKS: CAMDEN, N. J.



## TEACHERS' AGENCIES.

## TEACHERS' CO-OPERATIVE ASSOCIATION.

ESTABLISHED IN 1884,  
POSITIONS FILLED 4,000.101 THE AUDITORIUM BUILDING,  
- - CHICAGO - -

Seeks Teachers who are ambitious for advancement rather than those without positions.

Eastern Branch: 494 Ashland Ave., Buffalo, N. Y.

## THE FISK TEACHERS' AGENCIES.

EVERETT O. FISK & CO.,  
Proprietors.

Send to any of these addresses for Agency Manual FREE.

4 Ashburton Place, Boston, Mass.	378 Wabash Ave., Chicago, Ill.	156 Fifth Av., New York City, N. Y.
25 King St., West, Toronto, Can.	730 Cooper Bld'g, Denver, Colo.	825 Market St., San Francisco, Cal.
1242 12th St., Washington, D. C.	414 Century Bld'g, Minneapolis.	525 Stimson Bld., Los Angeles, Cal.

## THE PRATT TEACHERS' AGENCY

70 Fifth Ave., New York.

WILLIAM O. PRATT, Manager.

**SYRACUSE TEACHERS' AGENCIES**, NOAH LEONARD, A.M., Proprietor, 37 The Hier, Syracuse, N. Y. Positions for all grades and in every State from the Atlantic to the Pacific Ocean. Our faithful service guarantees satisfaction. 100 normal and college graduates wanted.

## THE ALBERT AND CLARK TEACHERS' AGENCY,

Pullman Building, Chicago. Branch: Cedar Rapids, Iowa.

THIRTEENTH YEAR.

Send for 1898 Year Book.

## ALBANY TEACHERS' AGENCY

Provides School of all Grades with Competent Teachers.  
Assists Teachers in Obtaining Positions. Send for circulars.

HARLAN P. FRENCH, Manager, 24 State St., Albany.

## KELLOGG'S TEACHERS' BUREAU.

ESTABLISHED 1889.

Has Filled Hundreds of Positions.

Needs Teachers Now, \* \*

And Recommends Heartily. \*

H. S. KELLOGG, Manager,

61 East Ninth St.,  
New York.Nature Study for  
Grammar GradesNEW BOOK BY WILBUR S. JACKMAN,  
CHICAGO NORMAL SCHOOL.

Field and Laboratory Work, Drawing, Painting. 600 Problems in Related Arithmetic. 400 pp. Postpaid, \$1.20. THE AUTHOR, 6916 Perry Ave., CHICAGO, ILL.

## KINDERGARTEN and SCHOOL SUPPLIES.

Send for catalogue.

J. W. SCHERMERHORN &amp; CO., 3 EAST 14TH ST., NEW YORK.



KLIPS

Bind Papers. A Volume a Minute  
Samples, 25 cents. Price-list Free.  
Covers to order. At all Stationers.

H. H. BALLARD, 382, Pittsfield, Massachusetts.

## A PROFESSIONAL LIBRARY \* \* \* \* \*

will be placed on your table any day you ask for it upon payment of merely a nominal sum and you can have a year and a half in which to pay for it. It contains the cream of pedagogical literature. It should be owned by every teacher and can be, easily, under our plan. Send for full details and order blank. Get your library now at the beginning of the school year.

E. L. KELLOGG &amp; CO., - 61 East 9th St., New York

## LARKIN SOAPS

AND PREMIUMS.—FACTORY TO FAMILY  
The Larkin Idea fully explained in beautiful free booklet. Free sample soap if mention this publication.

The Larkin Soap Mfg. Co., Larkin St., Buffalo, N. Y.

OUR OFFER FULLY EXPLAINED IN THE SCHOOL JOURNAL, October 8.

## THE BAKER &amp; TAYLOR COMPANY

5 and 7 E. 16th Street (Between Broadway and 5th Avenue), NEW YORK.

## BOOK JOBBERS

in the Miscellaneous, Educational, and Special Holiday Stock of all the publishers, have just issued in anticipation of the School Season a New General Catalogue of all the American

AMERICAN AND FOREIGN  
TEACHERS' AGENCY

Introduces to colleges, schools, and families, superior Professors, Principals, Assistants, Tutors, and Governmentes, for every department of instruction; recommends good schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON,  
American and Foreign Teachers' Agency,  
23 Union Square, New York.TEACHERS' AGENCY  
OF RELIABLE

American and Foreign Teachers, Professors, and Musicians of both sexes for Universities, Colleges, Schools, Families and Churches. Circulars of choice schools carefully recommended to parents. Selling and renting of school property.

E. MIRIAM COYRIERE,

150 Fifth Avenue, cor. 20th St., NEW YORK CITY

**FOR TEACHERS AND SCHOOLS** address F. B. SPAULDING, Manager Teachers' Co-operative Association of New England, 36 Bromfield Street, Boston. Positions filled, 2752. Send for Manual.

**Schermerhorn's Teachers' Agency**,  
Oldest and best known in the U. S.  
Established 1855.  
3 EAST 14th STREET, N. Y.

## Wanted

To correspond with teachers and employers. Have filled vacancies in 19 States. Operate in every State.

Robertson's Teachers' Agency,  
810 Olive St., St. Louis, Mo., or Memphis, Tenn.SCHOOL, SCHOOL, SCHOOL,  
PAPERS, SUPPLIES, WALL MAPS.J. L. HAMMETT COMPANY,  
352 WASHINGTON STREET,  
Boston, Mass.

## ENTIRELY FRENCH WITHOUT A MASTER.

"Pitman's Practical French Grammar and Conversation."

The latest and best method for learning and teaching HOW TO SPEAK FRENCH. Gives imitated pronunciation and copious vocabularies. 200 pages, paper boards 4c., cloth, 50c. Postpaid. Isaac Pitman & Sons, 33 Union Sq., N. Y.

## STUDY LAW AT HOME

Instruction by mail, adapted to every one. Methods approved by leading educators. Experienced and competent instructors. Takes spare time only. Three courses, preparatory, business, college. An opportunity to better your condition and prospects. Students and graduates everywhere. 8 years of success. Full particulars free. Sprague Correspondence School of Law, 245 Tel. Bldg., Detroit.



All Schools, like THE W. PENN. CHARTER, Philadelphia, Pa., solicitous of the highest equipment of their pupils, WILL USE THE BEST.

## The Beginner's Greek Book.

By IVORY FRANKLIN FRISBEE, Ph.D.

WHAT SKILLED EDUCATORS SAY:

"By applying the principles of pedagogy, it is a great advance over the older grammars and lesson books."—"The older books cannot be compared with it."—"Its use reduces the difficulties of learning Greek one-half."

EDW. W. BABB &amp; CO., Boston, Mass.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

## SCHOOL BOOKS

This Catalogue is revised to date, contains net and mailing prices and a telegraphic code and will be mailed gratis, on application. It is indispensable to Buyers for Schools.

We fill all orders immediately on receipt and at the lowest market prices.

THE BAKER &amp; TAYLOR COMPANY,

5 and 7 E. 16th Street, NEW YORK.

## GILLOTT'S NEW FINE-POINTED PENS

For Unshaded VERTICAL WRITING.



1065 OFFICIAL.



1066 REGISTRY.



1067 ARROWHEAD.

Especially Smooth and Durable.

The Best Results at the Least Expense.

Samples and Classification Circular sent on Application.

JOSEPH GILLOTT & SONS, - - 91 John Street, New York

## SOME IMPORTANT BOOKS for SCHOOLS

For Use in the Study of Literature.

### AMERICAN POEMS.

Selected from the works of Longfellow, Whittier, Bryant, Holmes, Lowell, and Emerson. Edited by HORACE E. SCUDDER. With Biographical Sketches and Notes. Crown 8vo, \$1.00, *net*. Revised Edition, printed from new plates.

### AMERICAN PROSE.

Selections from the writings of Hawthorne, Irving, Longfellow, Whittier, Holmes, Lowell, Thoreau, and Emerson. Edited by HORACE E. SCUDDER. With Introductions and Notes. Crown 8vo, \$1.00, *net*. Revised and enlarged edition. Printed from new plates.

### MASTERPIECES OF AMERICAN LITERATURE.

Complete Prose and Poetical Selections from the works of Franklin, Irving, Bryant, Webster, Everett, Longfellow, Hawthorne, Whittier, Emerson, Holmes, Lowell, Thoreau, and O'Reilly. With a Portrait and Biographical Sketch of each author. Adapted for use in Grammar Schools, High Schools and Academies as a reading book and as a Text-Book in American Literature. Crown 8vo, \$1.00, *net*.

### MASTERPIECES OF BRITISH LITERATURE.

Complete Prose and Poetical Selections from the works of Ruskin, Macaulay, Dr. John Brown, Tennyson, Dickens, Wordsworth, Burns, Lamb, Coleridge, Byron, Cowper, Gray, Goldsmith, Addison, Steele, Milton, Bacon. With a Portrait and Biographical Sketch of each author. Adapted for use in Grammar Schools, High Schools, and Academies, as a Reading Book and as a Text-Book in English Literature. Crown 8vo, \$1.00, *net*.

### ROLFE'S STUDENTS' SERIES OF STANDARD ENGLISH POEMS

for Schools and Colleges. Edited by W. J. ROLFE, Litt.D., and containing Complete Poems by Scott, Tennyson, Byron, and Morris. With a carefully revised text, copious explanatory and critical notes, and numerous illustrations. 11 Volumes. Square 16mo. Price, per volume, 75 cents. To teachers, by mail, 53 cents, postpaid; by express, unpaid, 47 cents.

### MODERN CLASSICS.

A Library of Complete Essays, Tales, and Poems from the works of American, British, and Continental writers. 34 Volumes, averaging 310 pages. Each volume, 32mo, 40 cents, *net*.

Descriptive Circulars of most of the series and books mentioned above will be sent to any address on application.

### HOUGHTON, MIFFLIN & COMPANY,

4 Park St., BOSTON.

11 E. 17th St., NEW YORK.

378-388 Wabash Av., CHICAGO.

## SOLDIER SONGS AND LOVE SONGS.

A BOOK OF VERSE. By A. H. LAIDLAW, A.M., M.D.

"Full of stir. Teems with variety of whim and incessant turn of thought. Every kind of refrain enlivens it and every kind of rhythm. The book will never bore."—*Chicago Times-Herald*.

"Virile, musical, pleasing. The martial spirit inspires the songs with the sound of drums and trumpets; they seem to sing themselves."—*New York Press*.

"The songs have a serious style and an impression of elevation. Several sing the beauty, charm, virtue and power of the American girl."—*New York Mail and Express*.

"His simpler strains show the lucky combination of sentiment and melody which always marks the popular song."—*New York Independent*.

"The verses have a freshness of feeling which the work of literary men sometimes lacks."—*Brooklyn Eagle*.

"Nearly two score singable songs. All are fluent and marked by a rhythmic lilt in the verbal movement."—*Chicago Chronicle*.

"The military songs have the zip-boom quality."—*New York Home Journal*.

12mo. \$1.00. For sale by all Booksellers or sent, postpaid, by the Publisher,

WILLIAM R. JENKINS, 851-853 Sixth Avenue, New York.

COLLEGE  
FRATERNITY  
SEMINARY  
SCHOOL  
CLASS



### THE RETURNED ARMY OF STUDENTS AND ALUMNI OF

College Medals and Badges  
Seminary As Awards from  
School Faculty, or  
Class Teacher for Merit  
Fraternity of any institution



are reminded that pins can be procured, of the manufacturer of any desired pattern and at reasonable prices. PINS, FLAGS, BUTTONS, RINGS. Write with full particulars to

E. R. STOCKWELL, 180 Broadway, New York.

## DYSPEPSIA

Horsford's Acid Phosphate reaches various forms of Dyspepsia that no other medicine seems to touch. It assists the weakened stomach, and makes the process of digestion natural and easy. Pleasant to take.

For Sale by All Druggists

A Few

*New Century*

Features



Carriage released in any position. Exact registration for ruled forms. An incomparably easy and elastic touch.

Manifolding without affecting the alignment.

Noise of operation reduced to the minimum.

Mimeograph stencils without removing the ribbon.

Descriptive booklet on request.

AMERICAN WRITING MACHINE CO., 237 Broadway, N.Y.



# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LVII.

For the Week Ending November 19.

No. 18

Copyright, 1898, by E. L. Kellogg & Co.

## The Goal of Education.

When we see men of fine literary gifts growing more cynical as they advance in years, and treating the world to stronger and stronger doses of pessimism in their writings, we are compelled to believe that their adjustment to life must have been wrong. When we see men of science who year by year appear to have less and less in common with their fellow creatures, and whose studies only develop on the intellectual side an ever increasing passion for the infinitely minute and the vastly unimportant, and, on the moral, a morbid sensitiveness to all kinds of personal questions, we find it difficult to think that they were properly orient at the start. It may not be given to every one to "see life steadily and see it whole," but it ought to be possible for a well-trained mind to see it with an eye of calm, tolerant, and sympathetic contemplation. No education is complete which leaves out such knowledge of the world, and of the relation which the individual sustains to it, as shall at least tend to give a right purpose and direction to the individual life. "The world is very evil," is a pious utterance; but it is equally pious for each of us to ask how much of evil is lurking in ourselves. We conceive of a scientific education in the full sense as one which, while it imparts true ideas in regard to the physical history of the globe and the chemical elements that compose it, aims no less at unfolding the true constitution of society, the springs of human action, the strength and weakness of human character, the possibilities of good and evil that reside in every individual, the misery that waits on wrongdoing, and the happiness that flows from just and pure deeds. There is a way, we are persuaded, of presenting the world of humanity to the minds of the young which would tend to create in most—in the vast majority—a strong desire to take a helpful part in the work of their age and generation, and not to concentrate all their efforts on the business of self-advancement. It is merely a question of seeing the facts in a broadly human, which is after all the only true, light.

Let us have in education, literature and analytical studies, and science with its grand constructions and sanitizing discipline—all the useful elements—but let the true goal of education be kept ever in view, which is, not to enable this individual or that to shoot to a pre-eminence over his fellows, but to place the individual in right relations with his fellows, to give to each a career of useful activity, and to prevent that dreary disappointment with life and all its works which overtakes so many in their declining years. Life has its burdens, but it is not vanity; and the normal action of human beings on one another should be given to each separate existence a higher value and deeper sources of happiness.—*Popular Science Monthly*.



This monthly review number represents an effort to bring before the readers of THE SCHOOL JOURNAL all that is best, most suggestive, most practically helpful and most interesting in the educational literature of current periodicals. Arrangements have been made by which reviews will be secured not only of articles published in the English language, but also of such in the German, French, Spanish, and Italian magazines as appeal particularly to the American student of education.

## The Fine Art of Teaching.

By ELMER E. BROWN.

It has been said of late that the teacher must know all about the pupils whom he is to teach. It may be added that it is not enough to know them with the knowledge of a scientist. For the scientist it is equally important to know the good and the bad. For the artist-teacher it is of first importance to be able to see the good.

"To see the best," as Mr. Barrie has said, "is to see most clearly;" and he adds that it is the lover's privilege. But next to the lover, it is the artist's privilege. This means, for the teacher, finding some aptitude in the dulllest pupil, some virtue in the most vicious. He may reveal to his pupils capabilities and aspirations which they had never themselves discovered. It is not enough that he believe them to be good for something; he must have the wit to find what that something is. This revelation of unsuspected things the pupil gets from an artist-teacher, and it is one of the best things which a teacher can catch from the work of his fellow-artists, whether in the same or other fields of art.

### Real Artist Teacher.

Teachers are often exhorted to live with their children—to enter into their thoughts and occupations. One who has the faculty of finding his pupil's best, will discriminate in this matter. It is not by frivolous condescension to their childishness that the true teacher nears himself to his charges. He takes them by the hand and leads them up to the higher ground where he himself is at home. Have you never seen a teacher talking with his pupils on higher themes than those to which they are accustomed? And have you not seen those pupils strive to reach that higher ground, unwilling to disappoint the teacher's confidence or to lose the new sense of higher powers within themselves? Are children in our grammar schools wholly indifferent to the higher things of morals, politics, literature, music, the public good, the graces of social life? Yes, hopelessly indifferent in many schools, yet the artist-teacher finds these same unpromising youths and maidens quick to respond to a call to nobler thoughts.

It is better that children should occasionally work at something too hard for them rather than that they should be kept at what is too easy. Better that they should strive after the things of worth in the eyes of men and women than that their estimates and ideals should remain unduly childish. There are teachers who take their children into a kind of companionship with their own best thoughts. One who does this need not feel that his teaching is something apart from his own higher life. He can teach with that whole-hearted devotion and delight that an artist feels. He imparts himself to his school.

### Art Methods in the School-Room.

We hear much talk of the newest methods. There are schools which are conspicuously "up-to-date," like a tailor's fashion plate. Let those who will, run after the new for its very newness; but let them remember that the new will some day be old. Where teaching is a fine art, the inquiry is not, "What is newest?" but rather, "What is fairest, noblest, most truly admirable?" The same qualities which made Socrates a great teacher have their place in the work of great teachers in all time.

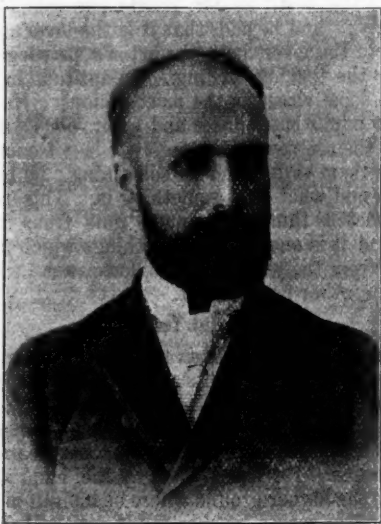
The artist works for the far future because he works for that which abides, for that which conquers time. And as he works for all future, he lays tribute on all the past,

rejecting nothing because it has been before. He knows "to bide his time, and can his fame abide." There are teachers who cannot wait; who must have immediate success or their spirit is gone. Their chief educational agency is suggestion in its more hypnotic form; when that fails, all is lost. Now unusual power of suggestion is an endowment to be coveted by any teacher. It may bring a pupil over difficulties which might else have blocked all progress for days or for years. But the subtle, personal influence which steals away the pupil's will and makes him the devoted slave of his teacher does not educate. It may prepare the way for education; but it may also prove the greatest hindrance to true education.

A great teacher is one in whose presence we think great thoughts; but our best teachers are they who lead us to our noblest thoughts after their bodily presence is withdrawn.

#### Working for the Best Results.

If the artist-teacher is content to work slowly and long for results which shall endure, there is no place for dawdling.



Dr. Elmer E. Brown, University of California.

ling in his art. A teacher who overdoes his work offends along with one who fails to give it due attention. Economy of time and effort is a cardinal principle of teaching. A good teacher can educate a child in the time that a poor teacher wastes.

It is worthy of notice that studies differ in the time required to bring them to the point of highest educational value. Wise economy of effort demands that work be continued until this point is reached. To give over a study half way up its height of difficulty is to lose the greater part of what had once been secured. On the other hand, to continue upon a subject after it has passed its culmination is to go down hill as regards educational result.

Studies differ in the time saving which they admit. There are exercises of a mechanical sort in which quickness and facility are to be sought. But there are other studies, such as literature and history, which are to be lived with until they become companionable. To save time here may be to lose. The true test of progress in some of these studies is found only in the things the pupils have learned to love.

A true sense of proportion is as indispensable to the artist in the school-room as to the artist in the studio. Waste of time on trifles is all too common. A teacher cannot afford to secure perfection at the sacrifice of that which is better than perfection. It is not that which is carved to a finish that will satisfy us. Here we must have our work finished with exactness and nicety; there it must be sketched in shadowy, suggestive, and alluring outlines. Both modes of treatment are indispensable;

but they are differently proportioned and combined in different disciplines. "I charge the Masters that they teach always that is best," said Colet in his Statutes for St. Paul's school. The fine economy which these words suggest may well be commended to the attention of teachers and of the makers of courses of study. A treatise on the subjects of instruction would be at best only an expansion of this precept.

Condensed from *The Educational Review*.

### Commercial Value of Child Time.

By W. H. COLE.

To express the value of child time in dollars and cents, let us ascertain as far as we may be able, first, the value of a life of uneducated or unskilled, and, second, the value of a life of educated, or skilled labor; and the difference between these must be the value of an education. This divided by the number of years in which it must, for the most part, be acquired, will express, in some measure at least, the value of child time.

#### Value of Skilled Over Unskilled Labor.

Suppose that unskilled labor, such as may be done by muscle chiefly, commands the year round, \$1.50 per day. Suppose that the fuller producing period begins at twenty years of age and extends over a period of forty years, that it is employed 300 days in the year. This gives us  $300 \times \$1.50 \times 40$ , and amount equal to \$18,000; or the money value of a life of uneducated labor.

Now let us assume that educated labor, including all skilled labor, such as the engineer, overseer, accountant, business and professional classes, some of which receive princely salaries and incomes, such as the president of the United States, peace commissioners, and presidents of important and wealthy corporations, let us assume that such labor commands on the average \$1,000 per year. Suppose that this income as in the case of uneducated labor, extends over a period of forty years, this will give us as the value of a life of educated labor, the sum of \$40,000.

Subtracting the value of a life of uneducated labor \$18,000, from that of educated labor, \$40,000, we have as the difference \$22,000, which must, in some sense, represent the value of an education.

#### Value of School Time.

Taking the twelve years of educational privileges usually provided free to all youth by the state, within which time, if ever, young people must secure at least the rudiments of an education, form literary tastes and crystallize habits of study—taking these twelve years as an educational period and dividing \$22,000 by twelve we have as a result \$1,833, the value of a year of child time.

Dividing this by nine, the average number of months in which schools are in session during the year, and we have \$203, the value of one month of child time.

Two hundred three dollars, the value of a month of child time, divided by four, the number of weeks in a month, and we have \$50 as the value of a week of such time.

This divided by five, the number of school days in a week, gives us \$10, the worth of a day of child time.

Carrying the calculation a step further we get as an expression of the value of child time more than two cents a minute.

Whatever may be said of these estimates—conjure with the figures as you may—child time is worth more than adult time. Should we assume adult time to be worth more than \$1,000, it would show the child time in still more startling contrast.

If pupils could be made to realize the value of child time the matter of attendance and punctuality would easily settle themselves. These calculations worked out in the presence of the school and placed on the blackboard would assist pupils in obtaining a more realistic sense of the value of their time.

Condensed from the *Ohio Educational Monthly*.



## The Bible in the Schools.

Mr. John T. Prince has an article in the *Educational Review* for November on the Bible in education. He calls attention to the fact that school children are taught the Greek and Roman myths, but the Hebrew stories are not allowed, notwithstanding the fact that the former are much more objectionable for school-room use. Careful studies are being made of the world literature beginning with Homer and running up thru Chaucer, Shakespeare, Dickens, and Hawthorne to the present day. Only the Hebrew literature is omitted.

Mr. Prince suggests that just as the stories of olden time are read to and by the children, so the parables and stories from the Bible be told and then read to pupils, and then the children be asked to learn such passages as are suited to their age and understanding.

## Promotions, Accelerated and Retarded.

By WILLIAM D. PARKINSON.

The tendency of the graded system to advance all pupils alike constitutes a kind of inertia. But there are some accelerating and some retarding forces acting upon the individual. The accelerating forces have operated thru fond parents and fond teachers who have believed that advancement thru the grades was identical with advancement toward the end of education. The retarding forces have acted thru ambitious teachers and school officials who have been prompted, by a false conception of thoroughness as bearing on education, to apply to children the same tests and standards as those by which adult students are gauged.

### Value of Keeping Pupils Together.

There is a certain value to be derived from the inertia alluded to above. The tendency to keep pupils in mass is on the whole a safeguard. Mere brightness and quickness of apprehension do not constitute a sound basis for acceleration nor mere dullness for retardation. If courses of study have any intelligent basis it is not that the studies move in logical procession, but rather that they are arranged in order of development and maturity of mind.

The belief that the bright pupil should advance from work adapted to those of his age to that designed for more mature minds, implies that quick wits are more mature than dull ones. This is not necessarily the case. Often the slower or the duller pupil is as mature as the quicker one.

It is to be expected that the bright pupil will remain a bright pupil even after special promotion, while the dull one will remain dull after being dropped. It is natural that the former should still make a good showing, but it is possible also for a student to maintain a certain rank upon a study and at the same time fail to derive from it the lasting benefits which constitute the real aim of that study.

### Education a Locating of Self.

To enable the child to get his bearings toward other people, to understand them and make them understand him, is one of the missions of the public school. It is therefore doubtful if a pupil ought to be classed with those of an age above that in which he finds his companionships. From the standpoint of the child, education is the locating of himself. He locates himself by comparison with others, and he must have sufficiently fixed relations to enable him to get his bearings. He should gauge his success by the rating given him by his fellows as well as by that given by his teacher. How difficult it is to get these bearings when the pupil is frequently shifted from one set of surroundings to another is not sufficiently recognized. The conservatism of movement which the mechanical clumsiness of the graded system imposes is therefore in some degree a safeguard against that eccentricity certain to be developed in extreme individualism.

The teacher, too, is a part of the pupil's mooring. No

one questions the distinct loss to a class at every change of teachers. This loss is sometimes more than compensated by gain of one kind or another, but it is there, and if too often repeated cannot be compensated.

Mr. Parkinson does not question the fact that provision should be made in the scheme of promotion for special cases, and for more than one rate of speed for regular classes. The point made is that the best scheme is one which involves fewest disruptions of classes, fewest changes of teachers, which takes greatest account of the maturity of pupils, and which provides for the bright mind lateral expansion rather than longitudinal extension.

Condensed from *Education*.

## Education of the Country Boy.

The Rev. Mr. A. N. Raven has contributed to the *Sunday School Times*, of November 12, an article on the surroundings and salvation of the country boy in which he calls attention to some of the dangers to which children on the farm are exposed. He does not agree with the prevailing opinion which makes the country appear as the ideal place to bring up a boy. The personal experiences of a friend are referred to. This friend was reared on the farm and confessed that there was not a low thought, desire, or motive, that he was not familiar with at the age of fifteen years; that, on days when they could not work, the "hired man" and the boys would gather in the barn, and talk such language as he now knew to be the conversation of only such men as are ranked among the lowest of mankind. There was not a low desire that was not set to raging in his breast when he was a mere lad. He said that to this day he had to fight down some of the unholy desires engendered by mingling with evil men on the farm.

Mr. Raven believes that one chief difficulty is to be found in the fact that there is nothing on the farm but the round of every day work to divert the mind of the growing boy. When the boy is not at school,—and he is not there a large portion of his time,—he has no diversions on the farm. Many of his associations are such to familiarize him with things that the city boy remains ignorant of until grown to manhood,—familiarize him in such a way as to set the fires of base passions to burning within him.

Again, if he goes to spend an afternoon or an evening with a neighboring boy on the farm, the associations, the subjects of conversation, are the same as he has had at home among the men, made worse by the addition of numbers.

Having spent several years on the farm, Mr. Raven believes to have reasons for believing that it is one of the worst places, under present circumstances, to engender evil in a boy's heart. He says that the boy does not see so much evil, and knows very little of its terrible consequences, none of its repulsiveness; but the pleasures connected with sin are painted to him in glowing colors by low-minded hired men, and on these the unrestrained imagination daily feeds.

### The City Boy.

The city boy, Mr. Raven thinks, is far better off having much to divert him from the contemplation of evil. He has many things to occupy his time and satisfy his desire for novelty. The careful parent in the city can select the company of the son, can direct and vary his enjoyments, can keep him from association with low-minded men. There are laws in the cities shutting the doors of sin to boys of tender years.

Then there are so many associations in the city that make it their business to look after the youth, furnishing them amusements, good companions, and helpful suggestions, that the advantages which the city boy enjoys far outnumber those of the country boy.

The city boy also has before him on the street every day the disgusting specimens of lost manhood and womanhood. The contrasts between the results of right and wrong living are constantly before him. A wise parent

can give his children living examples of the blessings that attend holy living, show the terrible degradation and woe that attends on wickedness, and thus furnish his children with such object lessons as are seldom seen in the country.

## The Educational Aspects of Saving.

By JAMES H. HAMILTON.

Education must instil into the thought of the child the character of property, the desirability of its lawful possession, and the means of acquiring it. Education should enforce these things upon the minds of the young by the most simple and concrete methods. Children are like savages in their conception of property. Any one who has watched the Indians at an agency, spending the money which they draw from the government, knows how aptly they represent the childhood of the race in the use of money, while they are wretchedly clothed and housed, they will invest their money in bright tin boxes and Saratoga trunks.

The ideas of school savings dates from 1834, when it was adopted in a communal school in Le Mans, France. The most active propaganda was commenced in Belgium in 1866 by Prof. Laurent, of the University of Ghent, who traveled about from school to school explaining the advantages of such an institution. As a result of his labors, about \$800,000 was deposited by the children of the country by the close of 1891.

The matter seems to have come into public notice in the United States in a paper read by Mr. John P. Townsend of New York, before the American Social Science Association in 1876, and about the same time thru articles for the press by Mr. T. S. Merrill, of Beloit. The next experiment in this direction was that of Captain R. H. Pratt, superintendent of the Carlisle Indian industrial school.

### An Experiment.

An interesting experiment was made by Supt. C. M. Carpenter in the public schools of Bloomington, Ind. Depositors were yielded 10 per cent. interest by operating in connection with a local building association. The money from the different grades was placed in envelopes, and these were taken to the building association. The school was carrying 100 shares of running stock for which it paid \$25 weekly. The balance of the deposit was applied to the purchase of paid-up stock bearing 6 per cent. interest. Interest was paid only on even dollars and interest began to run from the last Monday in the month. Out of 1,100 pupils in 1893, 650 were depositors. The average weekly deposit for the school was \$47.17, and the average weekly withdrawal was \$13.81. On the removal of Supt. Carpenter, all the deposits were soon withdrawn, because his successor took no interest in it.

### Development in the Country.

The present development of school savings in this country is due largely to the efforts of Mr. J. T. Thiry, of Long Island City, and of Sarah Louisa Oberholzer, of Norristown, Pa. Mr. Thiry publishes an annual report of the standing of the different school savings banks in the United States. The report for the year ending March 16, 1898, shows a total number of school-houses having savings banks of 349, these containing 1,809 banks. The total deposits amounted to \$530,319, and the total withdrawals to \$350,668, leaving due the depositors \$179,651. A year before that time there were only 280 schools with banks, and only 1,572 banks.

In the thirteen years of effort made by Mr. Thiry and Mrs. Oberholzer, only seventy-six towns and cities have adopted school savings, and these extend over only eight states. Scarcely an impression has been made upon the school system of the country. The reasons should be clear enough.

### Obstacles to Success.

The voluntary system places too great a reliance upon the interest of superintendents and teachers. Every

change of superintendents must place in peril the continuance of the children's savings banks, because all depends upon the interest of the new comer.

In the second place, the system imposes too heavy a burden upon the superintendent. It requires the teacher to be to some extent a banker, and it requires him to enter into arrangements with a local bank; and he may have no qualification for either office.

Another obstacle to success is lack of confidence in local banking institutions. Where there are a number of banks in a locality it may often be difficult to select. Local jealousies arising from the selection might embarrass the superintendent and cripple the success of the institution.

A postal savings system can afford a satisfactory custody and a competent corps of officials to make periodical visits to the schools. The postal system has the additional advantage of reaching both parents and children. It can send its missionaries to home and factory, to explain the principle of the savings bank.

### Need of Parents' Co-operation.

Poor parents, whose children earn money out of school hours, are often incompetent to advise their children how to spend their earnings. If they could be induced to become patrons of the savings banks in ever so small a way, the school savings bank would have secured a powerful ally.

The need of such co-operation is also great in the case of the well-to-do parents. A wholesome doctrine would be to teach children to look to their parents for their physical necessities and their education, but for nothing more. Facilities for earning should be afforded by the parent in the care of house, grounds, furnace or doing errands, payment to be made in certificates of deposit in the savings bank.

These considerations point to the savings bank as the best educator in practical economy. They recognize the present economic order as the order of the future. The chief remedy proposed, state education in saving, cannot be regarded in any sense socialistic, for it seeks to strengthen the individual for the battles of competition. It seeks to impress the lessons of self-control for the building up of economic strength.

(Condensed from the *Quarterly Journal of Economics*.)

## Games Among the Hellenes.

By EDWARD M. PLUMMER.

The Hellenes were well aware that uninterrupted employment was detrimental to both physical and mental life. Therefore many gymnastic games were developed which were not intended for tests of superior strength, but merely furnished pleasant and suitable exercise.

For one game the boys arranged themselves in two divisions on either side of a line. One then held up a piece of broken crockery, or an oyster shell, one side of which was blackened with tar. One division chose the black side, the other the white. A boy then threw the fragment, with the words night, day. The advantage belonged to that side whose color appeared uppermost after the throw; this division then pursued the other; those captured were called donkeys and were debarred from further participation in the game.

### Games for Testing Bodily Strength.

There were two games for testing bodily strength. In one a party of children separated into two divisions, each of which faced the other in a row, so as to give every member an opponent. Probably a line of some kind lay between the two divisions, and the game consisted in each boy's striving to pull his opponent across it by means of a rope. The victory was decided when all members of one side had been forced to the other.

In the other game for testing bodily strength a rope was passed thru a hole made in a tree trunk or rough pillar, at some distance from the ground. Two contest-



ants then took their places on opposite sides of the pillar, with their backs to each other and each holding an end of the rope. If one could succeed in lifting the other from the ground he was declared the victor, but so difficult was the feat that the phrase "to draw up the skap-erda" came to be a proverbial expression applicable to very difficult tasks.

A game called chutrinda demanded great dexterity on the part of the player. One child sat in the middle and was called the chutra or jar. The others ran around him pinching or striking him until by a quick movement he managed to catch one of them, who was obliged to take his place. Sometimes the child ran about with a jar on his head which he held by means of his left hand. His companions would strike him while calling out "Who has the jar?" to which he answered, "I, Midas." If he touched one of the children with his foot, that child had to take his place.

A game somewhat resembling our peg top consisted in flinging short, pointed poles into the earth in the following manner: The first child held his pole, directed downward, and then threw it so as to leave it standing upright in the ground. The second child then tried to throw his pole in such a way as to upset the first one and leave his own standing in its place. The former player then tried his skill and so on.

#### For Developing Attention.

A game suited to develop attention required the players to form a ring. One was provided with a cord which he tried to place beside another child without being detected in the act. If he succeeded the one beside whom the cord was found had to run around the ring amid the blows of his playfellows; if, on the other hand, he had noticed the other when putting the cord there, that one would have been obliged to run round the ring himself.

Many of the games were similar to our own. "Ducks and Drakes," skipping smooth, flat pebbles on shells over the surface of the water is a favorite pastime with boys to-day as it was among the Greeks. "Blind man's buff" was played with slight variations under the name of "brazen fly." A game resembling the modern jackstones, in which five pebbles were flung from the back of the hand and caught in the palm was played under the name of fivestone. "Hunt the Slipper" was played with a rope instead of a slipper. "Hide and Seek" and "Kiss in the Ring" were also well-known among the Greeks.

The ball was not only a favorite toy among children, but it also played an important part in the physical exercises of youths and adults. The Athenians were so fond of ball playing that they bestowed the right of citizenship on Aristonikos of Karystos and erected pillars in his honor because he was so skilled and graceful a player. The Spartans held this game in as high estimation as did the Athenians, and to them is attributed the invention of ball games.

Condensed from *American Physical Education Review*.

### How Much Sleep?

The Paris correspondent of the *Medical Record*, New York, reports a very interesting study made by Dr. Maurice de Fleury, with reference to the number of hours daily to be allowed young children for the reparation of their strength by sleep. Inspired by the law that the new born babe sleeps almost constantly and the old man very little, the doctor has established a schedule, decreasing as the children advance toward adult life. For instance, a child of from five to eight years of age ought to sleep from eight o'clock in the evening to seven in the morning—that is, eleven hours; a child of from eight to twelve years of age should sleep from nine in the evening to seven in the morning—or ten hours; a child of from twelve to fifteen years of age, from half-past nine in the evening to half-past six in the morning—or nine hours. Later it is well to accustom them to seven hours' sleep, but this should be done gradually; first dropping to eight

hours, and then in six months to seven hours. These are general rules for children in ordinary health; there are, however, others for whom it is advisable to increase the hours of sleep. Sickly, thin, enervated, and excitable children are the better for half an hour or an hour's sleep after the midday meal.

### How Rousseau Has Been Slandered.

By FREDERIKA MACDONALD.

The apparent contradiction between the educational and ethical professions of the author of *Emile* and the facts of his life has long nettled students of French literature. It is difficult to believe that if Rousseau had been the low mountebank and poseur he has been given out to be, he could ever have attained to the directness and simplicity of thought that marks his written work. It is



Jean Jacques Rousseau

—Courtesy of The Chautauquan.

pleasant to think that in all probability there was no such gulf as has been supposed between the life and thought of the man who stands at the beginning of modern education. Frederika Macdonald appears to find indisputable evidence that Rousseau's reputation has suffered greatly at the hands of those who were once his friends.

#### Popular Ideas of Rousseau.

The popular idea of Rousseau has been derived from four people: Grimm in his *Literary Correspondence*; Marmontel in his *Memoires*; Diderot in his *Tablettes*; and Madam d'Epinay in the posthumous work which is entitled *L'Histoire de son Ame*.

Most writers have given especial credence to the account of Madame d'Epinay whose romance was not published until 1818, when it won enormous popularity. As an instance of the general untruthfulness of her work may be cited the story of Rousseau's suicide. The belief is widespread that the Genevese philosopher who had written so eloquently against the sin of self-destruction, shot himself thru the skull. Yet the recent exhumation of his remains in the crypt of the Pantheon has shown that the story was cut out of whole cloth. The cranium bore no mark of a pistol shot nor was there on the whole body any evidence whatsoever of violence.

Still more damaging evidence, however, against the good faith of Madame d'Epinay is not wanting. Two manuscripts, one contained in the Bibliotheque de l'Arsenal and the other in the Archives have recently been collated and found to be, when reunited, a complete copy of the work of Madame d'Epinay—not in the form in which it was left by her at her death and given to the world, but as she had sketched it before receiving instruction about it from some outside influence. Numberless textual changes appears to be indicated in the manuscript. It had evidently been revised most carefully with a view to the rewriting which gave it its published form. There are fre-

quent interpellations, pages pasted together, pages cut out entirely, leaves inserted in the hand of a copyist.

#### Madame d'Epinay's Purpose.

The thing to note is that in almost every case the changes have some bearing upon René (the person who represents in the romance the philosophical Rousseau). There is plainly an effort to make the whole book serve as a reply to certain allegations made in the "Confessions."

In the original manuscript the attitude of Madame Montbrilliant (d'Epinay in real life) is that of the utmost kindness towards her protégé. She caresses him tenderly in little affectionate letters; she invites him to confide to her his troubles. In the text as arranged, they have changed all that. They have introduced matter to show that at bottom Jean Jacques was only a fraud or at best only an evil-minded fool; and that consequently Grimm and Diderot, both of whom appear in the narrative, did well to break with him; that Grimm in particular had behaved properly in becoming the protector and friend of Emilie since he had delivered her from a dangerous sophist.

#### Miss Macdonald's Conclusions.

The truth of the whole matter is that Diderot and Grimm inspired the alterations in Madame d'Epinay's romance. The evidence, much of which is shown by the author of the article in fac-simile, is absolutely convincing. Besides the various alterations referred to, there is a page of "notes of changes to be made in the story." Among these notes are two suggestions written not by Madame d'Epinay but in the well-known hand of Diderot.

Their object was to give the world a new portrait of Rousseau. Madame d'Epinay had already sketched one. In a little book, entitled *My Happy Moments* and written in 1758 just after she had quarreled with Rousseau, she had said of him: "I have never known a creature more kindly and more interesting than he."

#### The Real Rousseau.

The model of the new portrait which she was led by Diderot to execute was that of the charlatan and sophist. It was no easy matter to get such a portrait accepted as a likeness of the author of *Emile*. His words reveal a passion for truth and justice; his life, if not perfect, attested his disinterestedness and the simplicity of his tastes. There was only one way to transform Jean Jacques into an affected rogue. That was to pretend that only they, his old-time friends, knew the real man; that they were in position to affirm that his works did not express his thoughts; that in living a simple and retired life he wished only to play the part of an eccentric and to get notoriety; finally, that he was always the exact opposite of what he wished to seem.

For instance, when Rousseau said that he could write only under the domination of a strong conviction, you should believe the opposite. When he complained of his inability to pay compliments, that was affectation; he was at bottom a man of the world who assumed brusqueness and awkwardness as a subterfuge. When he yearned for the country, he was secretly gloating over the delights of city life.

#### Diderot's Hand.

So accustomed have we all become to this view of Rousseau's character that it is hard to disabuse ourselves of it. Yet when the writer of the article sums up the motives that led Grimm and Diderot to smirch the reputation of their former friend, when she shows how they persisted in attaching the most sinister suspicions to his relationship with d'Hondetot and to his motives in accepting the hermitage in the forest of Montmorency, we are brought irresistibly to the conclusion that Grimm and Diderot were hand in glove; that they deliberately prevailed upon Madame d'Epinay to circulate falsehoods which readily got credence and which made them certain for a century of the vengeance which they wanted to exact from the author of the *Confessions*.

(Condensed from the *Revue des Revues* for October, by F. W. Colburn, N. Y.)

## The Public High School:

### Is it a Just Charge Upon the Public Treasury?

By FRANK A. HILL, Secretary Mass. State Board of Education.\*

(Continued from last week.)

It is a great and needless burden that the small country high school, with but one or two teachers, cannot concentrate its energies upon some single course that shall contain those subjects which the vast majority of children must have and will not do without,—a course that shall answer alike for the college and the non-college pupils. Whatever the large high school may be able to do with parallel courses, the small high school cannot hope to manage them efficiently. It is a singular fact that, the college threshold once passed, the high school subjects ignored in college admission examinations begin to appear as college requirements or electives,—an exceedingly late day for beginning with their elements. Indeed, the whole modern drift is towards beginning the attack on such elements in grades below the high school.

#### More Complete Articulation.

Any condition of affairs that interposes a serious barrier between the vast majority of high school pupils and the colleges, that is to say between the people and the colleges is bad both for the people and for the colleges. It is worth much to the people that they can send their children up to the very doors of the college whatever reputable high school course they may take and whether they enter college or not; it is also worth much to the colleges to rest squarely, all along the upper high school line, upon the system of public school education and, therefore, still more securely upon the respect and affection of the people. It is not simply a question of self-interest with the colleges; it is a question of their implied duty to make themselves felt for good thruout all the studies of the public school system. They are insensible to their high trust to the extent to which they neglect that duty. Nor should they wait till the high schools have risen, without their influence, to a certain standard of efficiency in their general courses, but they should connect at once with them, throwing over to them temporary or provisional bridges until better ones can be built.

#### Rays of Hope for a Fair Junction.

Now, as a matter of fact, the powerful influence of colleges is moving in just this direction. If they are sufficiently generous in their recognition of the hitherto tabooed subjects, if they are not too exacting in their first demands for attainments in them, the promise is bright for a fair junction with the whole high school system rather than with a section of it,—a union of forces sure to help the high schools, to say nothing of the colleges, and, therefore, likely to gratify the public that pays the high school tax.

#### New Normal School Standards.

A new force that is making itself felt thruout the high school system is the state normal school. In Massachusetts candidates for admission to these schools are required to be high school graduates or to have received an equivalent training. As a result respect for normal school standards has increased. High school pupils in larger numbers than ever before aspire to enter the normal school, and high school masters have bestirred themselves as never before about the fitness of these pupils to do so.

#### Normal School Admission Examinations.

The normal school examinations bear directly upon the general courses pursued by the vast majority of pupils; they deal with themes which elementary teachers must know if they are to teach well. They are so shaped as to give options to candidates, and, therefore, to abound in valuable suggestions to the high schools; they call for power rather than for memory; and are so framed, when the colleges require the same subjects, as not to work at



cross purposes with the college requirements but in harmony with them. It is, for instance, unsound pedagogically as it is wasteful pecuniarily to teach English one way for the normal schools, a second way for the colleges, and a third way for those going to neither. A course in English suited to any one of these three cases should answer for the other two. To avoid encouraging a needless division of the English instruction in high schools, the normal schools adopt the entrance requirements in English of the colleges.

#### The Training of Teachers.

The high school is an important factor in the preparation of teachers. It furnishes a large part of the academic training of the teachers who are destined to go out from the normal schools into the common schools. The better the methods, the scholarship, the spirit of the high school, on the one hand, the better, on the other hand, will its graduates do in the higher institutions as students and in the common schools again when they appear there as teachers. The people are beginning to see with varying degrees of clearness these intricate and far-reaching relations of the high school to teaching efficiency in general, and, therefore, are finding added reasons for maintaining and improving the instruction it gives.

#### The Classical Bias in High School Teachers.

The teachers of the high school have been largely those who have taken the traditional classical course of the high school, and, having graduated from college, have returned to the high school with their very natural classical bias. Undoubtedly, our high school system, while in many ways uplifted by the intensive work and scholarly spirit of such teachers, has been unduly subordinated in the past to ideals which, whatever their excellence, have not been sufficiently pertinent to the demands of modern life. The group of foreign languages, for instance, still costs the public four dollars where the English costs one dollar, and the group of sciences, one dollar and fifty cents,—a distribution of cost that impressively shows the classical domination. It would be very strange if the teaching in the elementary schools had not felt such over-influence.

#### Best Course for Elementary Teachers.

Whatever else the elementary teacher may need, she needs a scholarly equipment in English, nature themes, history, music, and certain manual arts. Thus it is the general courses of the high school—those planned for the non-college pupils—that best meet the needs of the elementary teacher. Fortunately, these courses are gaining in strength; good teachers for them are less rare than they once were. The notion that inferior teaching will answer for non-college pupils is an exploded one. If it takes a high order of qualifications to teach Latin well, it takes a higher order to teach English well. Arm-chair subjects make smaller demands on executive capacity than laboratory or out-door subjects. In short, the general courses, on the whole, demand higher teaching power—at any rate, they present more perplexing problems—than the traditional college preparatory course.

#### Popularity of the General Courses.

Of the 40,000 pupils in our high schools, 35,000 take the general courses,—a great stubborn fact that the high schools cannot get away from; a fact that must be met—is gradually being met—by better teaching,—teaching that cannot but exert a wholesome influence in time on all the other teaching in our common schools.

#### Legislative Advance in 1898.

In 1898 the aims of the high school were for the first time specifically stated by the legislature of Massachusetts—to give such instruction as may be required for general purposes of training and culture as well as to prepare pupils for admission to the state normal schools, to high technical schools and to the colleges. The length of the high school curriculum was for the first time fixed; there must be at least one course four years long. And to

ease somewhat the burden of this newly defined high school upon the small towns,\* it was made permissible for them to arrange that a portion of the high school instruction may be given in the high school of another town. A town, for instance, may maintain a high school for a part of the course if it will pay for the rest of the course elsewhere. This progressive legislation is, in itself, an expression of the people's conviction of the value of the high school. It has placed the high school in the best legal position it has ever held. The law can do but little more.

#### What Remains to be Done.

It remains now to round out the high school to the full measure of its great opportunity, to see to it that its inner life responds in spirit and efficiency to the statutory ideal. Now this is precisely what the educational forces of the state are trying to do, and the gratifying fruits of their activity abound on every side.

#### A Popular Error.

The 40,000 children in the Massachusetts high school constitute between 8 and 9 per cent. of the total enrollment of the children in the public schools. The significance of an 8 per cent. enrollment in the high schools is totally and persistently misapprehended by large numbers. "Only 8 per cent. of the children in the high school," they say. "Then 92 per cent. never attend the high school." Instantly the conclusion comes from this blundering premise that the high school is for the few, the lower schools for the many; and, therefore, it becomes the public to expend less money than it now does upon so inconsequential a part of the public school system. Ought it not to be seen, with a moment's reflection, that in an ideal community, where every child, without exception, rises thru all the grades and finally graduates from the high school, only a small percentage of the children can be enrolled in the high school at any one time? In this ideal community, if its population is assumed to be constant, the high school enrollment can by no possibility exceed from 31 to 33 per cent., and yet every child enjoys, when his turn comes, high school privileges, or, in other words, the percentage of enjoyment is 100.

Under existing Massachusetts conditions the percentage of enjoyment is approximately three times that of enrollment,—rather more, if anything, than less. In brief, 25 per cent. of the children of Massachusetts enjoy more or less of the privileges of the high school, and there are many towns where the percentage rises to 40, 50, or even 60. Now when the high school attendance is seen in its real magnitude and true light, it is found to represent a much larger number of people and homes than many have suspected,—a fact that has much to do with the hold of the high school upon the people and the demands of the people on the high school.

\* Massachusetts was the first state of the Union, if not the first in the world, to make it compulsory on all its towns to provide free high school instruction.

(To be concluded.)

### Constructive Work in School.

Constructive work has the double merit of meeting the wants both of society and of the individual. There is an unlimited call for men and women who can think with their hands, not merely thru the pen in language that is clear, forceful, and elegant, but likewise thru the tools and materials that belong to mechanical and industrial civilization. \* \* \* The problem is so to organize the instinctive activities of the child that they shall become constructive and result in some mechanical product. The mistake is often made of supposing that if the child is making something, he is thereby being educated. The impulse for the construction should proceed from the content of some thought-study. The product should be the visible embodiment of an idea, of an idea which is an essential and organic part of the whole course of study.—*Intelligence.*

## Letters.

### As to "Danger of Sentimentality."

THE SCHOOL JOURNAL of October 22, publishes an article by Carisabel, from the *Baltimore Sun*, which aroused in my mind a host of memories. My thoughts turned back to the teachers I had when from twelve to fifteen years of age, and the influence their lives had upon me. The retrospection brought me to the conclusion that there is implanted in almost all girls a power of discrimination—call it instinct if you will—which renders "the indiscriminate development of the affections of a little girl" almost impossible. Well do I remember the feeling of repulsion which came over me when a sly, unprincipled teacher kissed and petted me. No other teacher ever tried so hard to make me love her, yet I disliked her intensely and have the same feeling for her memory at this day.

#### Should Win Pupils.

The teacher who tries to make her pupils' school life a happy one, is bound, if she has noble qualities, to win their affection. This is a beautiful condition of things and cannot do harm, even to the emotional child of whom Carisabel speaks. Emotional natures must have something upon which to work. Let the teacher strive to have within herself that which is worth loving, causing those emotions to be spent in a way to uplift the child, rather than aim to coldly keep her charge at a distance, that she may prevent emotions. Love is a more ennobling feeling than the dislike which cold treatment provokes, and one or the other she will feel; for, while the course of emotions may be turned, the feelings themselves cannot be prevented.

#### Have Souls.

The writer states that the child is in the chrysalis, to be kept in the cool and dark until "the second half of her second decade." Our children are more than worms; they have souls. In the chrysalis the soul may seem to be, but she is thinking and not asleep, thinking one way to-day and another to-morrow, perhaps, yet ever thinking, and in the very change of thought slowly establishing for herself a philosophy. Shall not loving consideration for others be a part of that philosophy?

Carisabel thinks that the teacher who is pleased to have her pupils "study to gain her approbation" is "doing the girl a moral injury by her intrusion into her emotional nature." The desire for approbation alone is pure selfishness, and the one who feels it will wish it from the whole world, not simply from those she loves. In fact, her ruling love is for self. But the teacher who aims to make herself sufficiently lovely for the child to love is not instilling in her such a desire, for the moment true love for another awakens in her the hope for success, another impulse prompts her,—that is she is moved by a desire to give pleasure. Is not this as noble a motive as a child can have?

#### A Worthy Motive.

To be sure, no child ought to study for the sake of reward, even tho that reward be praise; but if a teacher praises with discrimination, showing genuine pleasure in her pupils' success, frequently that pupil will work hard upon something she dislikes in order to again please her teacher, and not only does she in time learn to love to do the thing itself, because it has become easier thru familiarity, but she will be establishing the habit of doing difficult tasks from a very unselfish motive—that of giving pleasure to others.

"Woe, then, to him or her who by artificial heat and light hastens nature's hour by a heart beat," says the writer. We agree with her in opposing artificiality, but that is something alien to the nature of a noble man or woman who loves each pupil for the soul she possesses, and aims to guide that soul into wider realms. Such love as that begets love that is the fulfilling of the law.

Washington, D. C.

JENNIE S. CAMPBELL.

## The Melon Problem in California.

"The Melon Problem in California" is a farce or something worse. I am the principal of a large primary school in San Francisco. I gave it to my fifth grade classes, and eighty-five per cent. solved it easily and at once.

If your readers knew the politicians that gain control of our city schools, they would not attach much importance to the assertions of any of them. We are on the eve of an election, and the article was doubtless written to help on the clamor against tenure of office, which we have, and the Oakland teachers are hoping to obtain. Only for this positions would have been openly bought and sold. It has saved the San Francisco schools from destruction, yet every politician attacks it. And what is this "Tenure of Office" that is such a grievance even to our Eastern visitors—especially if they are superintendents? Simply this: A teacher holds her position as long as she does her work faithfully and well. She can be dismissed for incompetence, insubordination, or immoral conduct. She has the right to a fair and open trial. The charges must be openly filed against her. What criminal in any court has not this right, and why should a teacher not have it? It strikes at once against star chamber investigations by directors who are only there for the "spoils of office." It prevents stabs in the dark. It robs a dishonest principal or superintendent of the power to satisfy personal pique against a teacher. It gives the said teacher peace and security to do the best work that she can.

The girls of our high schools rank as well, often better, than the boys. In truth, the teachers often bring forward as an excuse for the standing of the boys, that they will not study as closely as girls. If the principal of our girls' high school could make such an accusation it would only reflect upon himself. It is his business to report poor teaching either from the grammar schools or his own. No man is fit for such a position who to-day sneers at the scholarship of "girls."

In behalf of California in general, and San Francisco in particular, I repudiate the article as a slander.

Webster School, San Francisco.

AGNES M. MANNING.

## Corrections.

Permit me to call your attention to an error in THE JOURNAL of November 5, under the heading, "Boards of Education." The facts are that the contract was let to the lowest bidder, for \$13,849, and the addition will be under roof within the next thirty days.

Bids for the new building in the 5th ward will be opened at the next meeting of the board of education, on Wednesday, November 23.

New sanitary closets were placed in the Oakwood avenue school during the month of October.

Orange, N. J.

W. M. SWINGLE.

In your journal you have overlooked announcing the Southern Educational Association which meets in the city of New Orleans, La., December 27-30, 1898. President, George J. Ramsey, Clinton, La.; secretary, George B. Cook, Hot Springs, Ark.

The N. E. A. reformed spelling has been adopted in our schools in this city.

On Lafayette day our teachers and pupils raised \$60 for the Monument Fund.

The S. E. A. program will be published in a few days. All desiring copies should send their names to the secretary.

Hot Springs, Ark.

GEO. B. COOK.

By accident I came across a bound volume of the SCHOOL JOURNAL for 1890 and found so much valuable material and sound advice in it that I was greatly astonished. Wherever a mooted question or disputed point arose I found you so outspoken in your belief that it almost took my breath away. And where old-fogysm was to be combated and modern methods to be commended, I found you fighting for the good cause and attacking the evils, of our school systems with such a commendable *feu sacré*, that I wish to subscribe for your journal herewith.

Papers like yours are the hope and the inspiration of our schools, the beacon lights for our teachers and the confirmed enemies of spoilsmen.

Chicago.

A. B. MORTON.

## THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANNUALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO., 61 E. Ninth Street, New York.



## The School Journal.

NEW YORK AND CHICAGO.

WEEK ENDING NOVEMBER 19, 1898.

THE SCHOOL JOURNAL has taken decided ground against inter-institutional football. Every attempt to make it more than a game is sure to involve danger. It is one of the faults of the American people not to be able to get pleasure out of a game, *pro ipso*, as the Greeks did, and their modern prototypes, the Britishers. We make work of our games and, like the Romans of old, let the playing of them become a profession. It is this fault which is responsible for the degeneration of football into a prize fight. There is justice for the scoring of the present system of athletics which Pres. Alston Ellis, of Colorado college gave it in his address in Washington, November 15. Let the boys play ball and enjoy it to its fullest extent, but do not let the game become a fight.

There is no justification whatever for the conclusion that the last word has been said concerning primary education, manual training, ethical instruction and the other related subjects which have, in these last years, engaged the interest of educators. In fact, not even a definition of the word education has as yet been agreed upon. The course of study in construction work which was published last week has set many to thinking along the lines suggested here. It is hoped that this monthly "review" number, with its views of the leaders in the field, as selected from the various magazines, will contribute to this end.

Next week's issue will be the annual Christmas number. It will be beautifully illustrated, and will contain, aside from articles relating to the holiday season, several features of especially timely value. As this number will have about seventy pages, it has been found necessary to limit the issue of this week to twenty-four pages. Hereafter the "review" number will have the usual thirty-two pages.

### Educational Articles of the Month.

Articles which have been condensed in the present review number and those from which extracts are taken are not mentioned in the following list.

Confessions of Three School Superintendents. *Atlantic Monthly*.

Gabriel Compayre, William H. Payne. *Educational Review*.

Have the Country Schools Declined? *Wisconsin Journal of Education*.

History of Art and Its Place in Teaching, William H. Good-year. *Art Education*.

Ideal Course in History for Secondary Schools, Edward Van Dyke Robinson. *The School Review*.

Jefferson and Washington on National Education, Charles D. Nason. *Education*.

Kant's Theory of Education, J. Lewis McIntyre. *Educational Review*.

Language—Teaching from a Child-Study Point of View, Maximilian P. E. Grossmann. *Child-Study Monthly*.

Nature Study in the Public Schools, Charles H. Hamlin. *Education*.

Overfatigue, S. B. Sinclair. *Educational Foundations*.

Principles of Interpretation in Child Study, Edward F. Buchner. *Educational Foundations*.

Psychology and Art, Hugo Munsterberg. *Atlantic Monthly*.

Science in the High School, Charles R. Barnes. *The School Review*.

True Spirit of Classical Culture, Andrew F. West. *The School Review*.

## The Educational Outlook.

### Contributions of School Children.

The letter issued by State Supt. Charles R. Skinner, of New York, in reference to contributions of school children has elicited comments from newspapers in all parts of the country. Some of the best of these have been selected and read as follows:

#### Collections in Schools.

The *Syracuse Herald* says: Charles R. Skinner, state superintendent of public instruction, has issued an official statement in which he disapproves of a project to raise funds in the public schools for the building of two war-ships, to be known as the "American Boy" and "American Girl." He also states that his name was placed without his consent on the commission to supervise the raising of money in a similar manner for the erection of an American statue in honor of Lafayette in Paris. In other words Supt. Skinner does not believe that the schools should be used as convenient vehicles for the promotion of public movements of this general character.

The superintendent is quite right. The enlistment of public school children in all sorts of public enterprises to raise money is rapidly becoming a grave abuse.

There are two strong objections to the custom. The fact that these enterprises, which are well meant of course, take the attention of the school children from their studies is alone sufficient to condemn the practice. The tendency in school management has been to shorten the hours of study, to make their daily work as little irksome as possible to the scholars. That being the case, they should be encouraged to utilize the brief time of study in the fullest degree, and this they cannot do if they are drafted into the service of every promoter of public or charitable undertakings.

The second objection will have great weight with every right-minded man or woman. When scholars are asked to contribute to these patriotic or charitable funds, the children of the poor are placed at a disadvantage, which is often keenly felt by the little ones. The disparity in their condition and that of their more fortunate school-mates is harshly and needlessly accentuated by these collections. From school life every suggestion of caste should be strictly excluded. No distinctions of birth or fortune should be allowed to disturb the democracy of our schools. It should, therefore, be the scrupulous object of teachers and school authorities to maintain at least a show of equality among the school children, and this cannot be done if the collector or promoter, however praiseworthy his or her purpose may be, is allowed to invade the public schools.

#### Abuse of the Schools.

The New York *Tribune* notes that the scheme to which Mr. Skinner objects is only one of many such, not a few of which have been carried thru. Teachers and children are recognized to form an effective canvassing agency. So they are often set at work on this, that, and the other enterprise. Children can and will solicit subscriptions or votes with less hesitation than adults, and they are often harder to refuse. The rivalry between schools and classes and individuals is a strong incentive to zeal. And so such work is often highly successful.

The evil of it cannot, however, easily be exaggerated. For one thing, it introduces into school life an element that does not belong there. The school children are not properly to be engaged in business. They are students, not canvassers nor collectors. For another thing, it interferes with the legitimate work of the schools. The teacher has enough to do if he or she teaches honestly and effectively. The children have enough to do if they learn their lessons. But above all, the practice has a demoralizing effect upon the children's manners and morals. We have laws against setting children to begging upon the streets. Is it any less detestable to set

children to begging from door to door? Do parents like the notion of their children being sent around to their neighbors and to strangers asking for money? There could be no more certain way of making them bold and forward and even impudent in manner, and few more likely to tempt them to dishonest practices.

Such schemes should be strictly forbidden in the public schools. People pay taxes for schools for the education of children, not for the promotion of subscription schemes and gift enterprises. They have a right to expect that their money will be devoted to educational purposes and not diverted to any other. Teachers for teaching and students for studying, and the school for the scene of such activity—that is the true rule, which should be invariably enforced and maintained in all our schools.

#### Demoralizing.

The New York state superintendent of public instruction, says the *Philadelphia Record*, disapproves of movements to raise money in the public schools for patriotic purposes; and all other state superintendents ought to agree with him. Money in politics is bad enough; money in education would be a still more demoralizing influence.

#### Contributions not Really Voluntary.

The Dayton (Ohio) *Herald* believes that Mr. Skinner is right. He need fear no accusation of unpatriotism from those who consider the question practically and who refuse to be influenced by mere sentiment. While such contributions are in form voluntary, they are not so in fact, where they are made by persons who are not strong enough to refuse upon the ground of financial inability. If the public schools are once permitted to be made a money-raising medium for any purpose, there is no certain place and no sufficient authority to draw the prohibitory line. No pupil in a public school should be asked for money for charity, patriotism, or any other object. Not one child in a hundred has money of his own, unless it is given him. The other ninety-nine must either fail to respond to a call, or ask their parents for the money. And in many such cases, it is not a free will offering, but induced by a pride that can not afford it.

#### Taxing School Children.

The Chicago *Chronicle* considers that Supt. Skinner states facts which need to be strongly impressed on the public mind. The public schools exist for the public good. They are institutions whose privileges and benefits are supposed to be extended equally to all. In their management everything calculated to discourage pupils by emphasizing anything unfortunate in their condition in life ought to be scrupulously avoided and everything practicable should be done to make all feel that they stand on their individual merits and not on any of the accidents of fortune.

When school children are asked to contribute toward any object, however worthy, the appeal is made to the children of the poorest as well as of the wealthiest parents represented. The children of the poorest must contribute their share with the rest and the money must come from their parents.

It is a mockery to say that it is a purely voluntary matter and the child may contribute or not, as he pleases. The child feels that he must contribute, tho he may not be able to express the feeling in words, or be subjected to humiliation and discouragement such as his more fortunate schoolmates are sure to inflict and such as he should not be subjected to by any act of the school authorities. And the parents feel the same pressure. They must, if possible, contribute the sum demanded to avoid humiliation for themselves and their children. And when, as so often happens, the poorer parents have large families these oft-recurring exactions cease to be unjustifiable and become very serious burdens.

Therefore it should be a rule from which no deviation should be permitted that the school authorities should not sanction collections of money from school children, even for the most worthy objects. Much less should

they sanction collections for the building of battleships or the purchase of school furniture or libraries or any other purpose which should be provided for by the public authorities out of the proceeds of taxation. It is not the proper business of children, or grown people for that matter, to raise the means for building warships by contribution. That is the business of the general government in the exercise of the taxing power. It is not the proper business of school children to raise money by subscription to provide articles of necessity or utility for the use of the public schools. That is the business of the local public, exercising the taxing power under state law.

### Commercial Education in France.

Mr. James Graham, who is working hard on behalf of commercial education in Yorkshire, England, has written a report of commercial education in Paris, which has been put into circulation by the Bradford Chamber of Commerce. Mr. Ernest E. Williams has given the gist of it in the *Saturday Review*, and it is, indeed, well worthy of notice, especially at this time when the need of commercial education in the high schools is engaging the attention of many school authorities.

#### State Patronage.

The French government supervises and aids nine high schools of commerce, the management being in the hands of the local chambers of commerce. These schools are situated in Paris, Bordeaux, Marseilles, Lyons, Rouen, Havre, and Lille. They do not exhaust the list of French commercial schools; there are many others, both public and private. It is, however, in the state-patronized high schools that the French system of commercial education attains its crowning distinction. (State patronage, it may be parenthetically remarked, does not mean state support in the ordinary pecuniary sense; for these schools are more than self-supporting—in 1895 the Paris schools had a balance of nearly \$10,000 remaining after all expenses were paid.) The aim of these schools is to give the students the special training which will qualify them most efficiently and rapidly for the direction of commercial, industrial, and banking houses, and to prepare for the work of teaching those who intend themselves to become professors of commercial subjects. The schools also aim at training students for the consular service.

State patronage is in evidence in the diplomas which are granted to students who pass their examinations successfully—the diploma gives the holder the privilege of serving one year, instead of three years, in the army; and in competitions for certain government posts a candidate, if he holds one of these diplomas, is given a number of marks on that account.

#### The Special Character of the Teaching.

Foremost is the study of languages. Two foreign tongues are obligatory, the choice ranging between English, German, Spanish, and Italian; and that the teaching is thoro, may be gathered from the fact that weekly conferences are held, when the students are only allowed to speak in the foreign language. The subjects claiming second place in the curriculum are arithmetic, algebra, bookkeeping, and accountancy. Next in importance come object lessons on merchandise, which are supplemented by practical work in testing and analyzing all sorts of articles of food, etc., in the laboratory, and by the handling and observing of products under the microscope. Economical geography and commercial shipping and industrial law also occupy conspicuous places. The other subjects are the history of commerce, the elements of public and civil law, foreign commercial legislation, political economy, customs and budget legislation, handwriting, mechanical apparatus in commercial use, transport and factory legislation. The course extends over two years.

In the case of the Paris school (the others have similar arrangements)—the state, the municipality, and the department of the Seine grant scholarships valued at \$200



each; and there are a number of foreign traveling exhibitions tenable for two years and open for competition by students who have obtained diplomas. Their value ranges from \$500 to \$800 for the first year, and from \$400 to \$600 during the second year. An interesting feature of the schools is the museum, which contains, among other exhibits, specimens of the products of French colonies, of textile fabrics, metals, and similar commercial articles presented by merchants and manufacturers. The Paris school receives boarders at about \$500 per annum, day boarders at \$250, and boys who do not dine at \$200 per annum. The other schools are considerably cheaper. Attached to the school is an Old Boys' association, which finds employment for ex-students, and, it is said, finds it with little difficulty.

#### A Typical School.

The other commercial schools mentioned above are also worthy of note. Mr. Graham describes one which he says is a type. It is a private school, and pays particular attention to the practical side of commercial education. For that purpose it is made into an exact reproduction of a merchant's office, with desks, copying-presses, telephones, and all the other paraphernalia of the counting house, and has besides a model bank, post-office, railway parcel office, etc. The teaching is considered so valuable that the Municipal Council of Paris grants the school a subsidy of about \$500 a year, and the Minister of Commerce pays for the education of twelve pupils. The fees range from \$10 to \$30 per quarter. Merchants set so high a value upon the education thus afforded that (so Mr. Graham avers) there are ten applications for the services of every pupil. Another most interesting feature of these schools is the ladies' section attached to them; departments organized on similar lines, and conducted by women teachers.

The memorial speaks also of the wonderful progress Japan has made in commercial education. In Paris, Berlin, and Vienna are schools for the study of Oriental languages, and including the habits and prejudices of the peoples. These schools enable European students to write trade circulars in the Eastern languages, and visit the people, talking to them in their own tongue.

The memorial further points out that the English government is doing but very little in this field, tho it has in some way recognized the need for commercial education by making grants for commercial instruction of a very elementary nature in evening continuation schools. The recommendations of the Chamber of Commerce are summed up in a plea that the government will (1) place commercial education of the thoro continental type on the same footing for earning grants in aid as is now done with science and art subjects; (2) nominate a central authority to distribute such grants; and (3) authorize such authority to formulate and supervise systematic commercial courses. The government is to include these recommendations in legislative form in the new secondary education bill.

#### A Mother's Opinion.

Under the title, "Ideals of a Teacher Mother," *School Education* for November publishes various answers to three questions propounded by the educational department of a woman's club. The questions were: (1) What should be done for the child before he enters school? (2) What is the school to build on this foundation? (3) What is the relation of a child's school work to life?

The answer of one woman is given in full—a woman, it is added, whose faith in the silent influence of environment exceeds her hopes for methods and matter, however excellent they may be. The answer reads as follows:

"What should be done for the child before he enters school?" After doing our best to perfect a physical body for the child, so that we may hand over to the teacher a rosy, strong boy or girl instead of the nervous little being too often consigned to her care, there are at least three things which every mother of ordinary

intelligence should see that a child possesses before he leaves her guidance for that of the teacher.

"First, his little hands should be deft to shape the simple things of the kindergarten, facility in the use of various sorts of blocks being the most valuable, as that in which imitation and invention are alike cultivated. I should never at any age require the nerve-trying sewing and weaving.

"Then we should see that the child's naturally alert power of imagination is thoroly cultivated and his little mind well stored with the images in which this faculty revels. These latter have been furnished by the child's play, and, more important still, by the 'story-hour,' that sweet time in the home when, clean and snugly tucked in bed, an audience of curly heads listens for mamma's story read in her most appreciative voice. Well may she take care that no meaningless story enters that sacred hour, for matter and tones will remain indelibly stamped on the minds of her little audience. Lastly, I should say that this little soul about to leave the home for the school should be well started in his moral life; he should hate a lie, scorn a mean act, be willing and anxious to help another and share with him his good things, while to obey should be instinctive with him. A child thus prepared for the school would mean joy to the mother and teacher alike.

"So far the child has wandered at will in a flowery meadow, but when he has entered school there is a prescribed path to follow. Occasionally he may stray from this path to gather a flower or to chase a wandering butterfly, but anon he must return to the business of the school. Here at once begins that fight which must last thru all the school years—not the how much, but the how to learn. Our child accustoms himself to giving a certain time each day to study, begins to be a systematic student. The work of the school seems to be to develop the intellectual, moral, and, to a certain extent, physical powers of the child in such a way that he may be a happy individual and a useful member of the community. This, then, is an answer also to the third question, for, expressed otherwise, we would say that the school should fit for life.

#### War vs. Education.

The present military situation thruout the world makes especially timely some figures of the *London Times*, comparing in round numbers the sums spent on education and those on war. The former include state, local, and voluntary contributions. Translated from pounds to dollars, they are:

	WAR.	EDUCATION.
England,	\$203,750,000	\$50,700,000
Germany,	164,200,000	61,600,000
France,	182,850,000	39,600,000
United States,	83,500,000	154,450,000
Total,	\$644,300,000	\$308,350,000

The figures for German expenditure on education are for 1895, and are probably now an under-estimate.

These figures speak for themselves, and require but little comment. Judged by their willingness to pay money down, three of the most advanced nations of the world at the end of the nineteenth century still regard it as necessary to spend almost \$20 in military preparation for every \$5 in preparing their youth for the battle of life. The United States is a notable exception. The expenditure of as many millions on education as the foremost European nations spend on war preparations is remarkable even when the size of the population is taken into consideration. In England the annual military and naval expenditures has increased in the last ten years by \$49,500,000. In the same period the annual educational budget has only been increased by the addition of about \$15,000,000.

SALIDA, COLO.—The third annual session of the Western Colorado Educational Association, and the first college session of the Teachers' league, of Coiorado, will be held at Salida, Nov. 24-26. An interesting and instructive program has been prepared.

Nov. 25 and 26.—Northwestern Minnesota Teachers' Association at Crookston. Executive committee: Supt. John F. Miles, Moorhead, president; Supt. Lottie Bradley, Ada, secretary; Supt. I. T. Kaasa, Crookston, vice-president.

Dec. 27-30.—Southern Educational Association, at New Orleans, La. President, George J. Ramsey, Clinton, La.; secretary, George B. Cook, Hot Springs, Ark.

## In and About New York City.

### The Salary Question.

The association of preparatory schools and colleges of the Middle States and Maryland will meet at University Heights, New York city, November 25 and 26, under the auspices of Columbia University. The questions to be discussed are the duties of citizenship, report of the committee on entrance, requirements for engineering colleges and the report of the committee of seven on history courses in secondary schools.

The educational budget, when it came before the board of estimate for final passage, received the largest cut given to any department estimate—\$11,500,000. However, nearly \$9,000,000 of this was excluded from the budget because it was for new schools, and should be raised, the board of estimate contended, by the sale of bonds.

In Manhattan and the Bronx, \$250,000 was allowed for an increase in teachers' salaries. It will be remembered that the board of education asked for \$1,638,579.89. This is nearly seven times as much as was received. The teachers of the two boroughs can expect but little raise on a paltry \$250,000; \$200,000 was allowed for additional teachers. In Brooklyn, \$200,000 was allowed for increases in salaries, and \$173,000 for additional teachers; \$396,980 was cut from Brooklyn's estimate for salaries, and \$286,360.91 from Queens. In Richmond, \$1,800 was asked for free lectures, and \$1,000 received. In Queens, \$12,500 was asked for the same purpose, and only \$1,000 given. Queens was cut \$2,000 in her account for superintendents, more than \$2,000 in her clerical force, and more than \$43,000 in janitors. The board seemed to have a grudge against Queens. Brooklyn's corporate schools are cut \$30,000. In the supplies item, the boroughs, with the exception of Richmond, lose over \$50,000. Brooklyn loses \$41,000 for repairs, and Queens \$31,000. So the outlook for both teachers and schools is not encouraging, to say the least.

### A RAISE FOR MRS. ALGER.

In spite of the board's resolution not to raise salaries, Mr. Rogers moved in the borough board meeting that the salary of Mrs. M. E. R. Alger be raised to \$1,500, which is the same as the men receive. Mr. Rogers explained that the money would come from the truancy appropriation, and not from the money under litigation. The motion provoked considerable debate, but Mr. Rogers' finally prevailed, and Mrs. Alger's salary was placed at \$1,500.

### No Married Teachers Wanted.

The board has also re-enacted the by-law with regard to teachers who marry. This by-law was omitted from the new constitution of last summer. The by-law reads:

"Should a female teacher marry, her place shall thereupon become vacant. No married women shall be appointed teachers or principals without the consent of a majority of the board of education."

This, of course, does not interfere with married teachers already in the schools. Supt. Jasper says that the board does not want young married teachers in the school.

The board also changed the requirements for kindergarten license No. 2 so that the holding of license No. 1 was put upon the same basis as the regulation for regular license No. 2. The following teachers will receive salaries for the time they were absent with the army: Oscar von Hillebrand, Stephen Jenkins, Charles E. Lucke, Joseph T. Griffin, James S. Bowers, John Eagan, and Charles A. Lawrence.

### Examination for Teachers' License No. 1.

A written examination of applicants for license No. 1 in any or all boroughs of the city of New York, will be conducted by the board of examiners on Friday, November 25, 1898, commencing at 9:30 A. M., at 146 Grand street, and an oral examination at the call of the board of examiners.

A. Each applicant must be at least eighteen years of age, of good moral character.

NOTE.—Candidates must file on the day of the examination evidence of possessing (1) the qualifications marked "A" in the above statement, and (2) the qualifications mentioned in one of the four heads under "B."

B. Each applicant must have the qualifications mentioned under one of the following heads:

(1) Graduation from a high school having a course of at least three years; and subsequent graduation from a teachers' normal or training school or class having a course of study of at least thirty-eight weeks. Both the high school course and the professional course must be approved by the state superintendent of public instruction.

(2) Graduation from a New York state normal school or an equivalent institution for the professional training of teachers, in which at least thirty-eight weeks were spent in professional study and practice, and in which the equivalent of a three-years course in an approved high school was required before entering on the course of professional training.

In the boroughs of Manhattan and the Bronx and Brooklyn (but not in Queens or Richmond) it is also required that the candidate, unless a graduate of an institution located in the city of New York, must have had continuous successful experience in teaching for at least one year.

(3) Graduation from a college or university approved by the regents of the University of the State of New York, provided the

candidate has taken a course of at least one year in a college or university department of education.

(4) The holding of a state certificate granted since 1875, provided the holder has been continuously engaged in teaching during the two years immediately preceding the application for this license.

C. Under the authority of Section 1081 of the charter of the city of New York, the city superintendent of schools, will for this examination, exempt from academic examination, all candidates having the qualifications mentioned under any of the four heads under "B"; but all applicants must pass a written and an oral examination, the former to be upon

- (1) The history and principles of education;
- (2) Methods of teaching.

Within five days after the date of the examination, each applicant is required to report for a physical examination to one of the physicians authorized by the board of education.

### New York Educational Council.

The New York Educational Council will meet in Law Room No. 1, New York university, Washington square, Saturday, Nov. 19, at 10:30 A. M. The topics for discussion will be "The Ethics of Teachers' Contracts," discussed from the standpoint of the teacher, by Prin. E. H. Dutcher, East Orange, N. J.; from the standpoint of the board of education, by Supt. C. E. Gorton, Yonkers; "The Economy of Office Duties of Principal," by Prin. John F. Dingley, Long Island City; and "What Reports are Necessary from Teacher to Principal," by Supt. W. J. Shearer, Elizabeth, N. J.

### Manhattan-Bronx.

#### Free Lectures for the People.

Dr. Henry M. Leipziger, supervisor of the free lectures in New York city, has made the following announcement of free lectures on education to be held in Cooper Union on successive Saturdays beginning November 12:

1. Nov. 12, Dr. William H. Maxwell, city superintendent of schools, New York city, "Our City School System."
2. Nov. 19, Prof. Woodrow Wilson, of Princeton university, "Education and Patriotism."
3. Nov. 26, President James MacAllister, of Drexel institute, "Manual Training as an Essential Element in Elementary Education."
4. Dec. 3, President William R. Harper, of the University of Chicago, "The University and Democracy."
5. Dec. 10, President G. Stanley Hall, of Clark university, "Child Study: Its Methods and Results."
6. Dec. 17, Pres. J. M. Taylor, of Vassar college, "The Education of Women."

### Brooklyn.

The effort to lengthen the dinner hour to one hour and a quarter was quashed by the board at its last meeting.

#### MUST THE LIBRARY LEAVE NO. 3?

Mr. Dresser introduced a resolution in the meeting seeking to utilize two rooms in grammar school No. 3 for primary purposes. Dr. Griffin, chairman of the committee on the boys' high school, which occupies part of the building, opposed the motion on the ground that it would interfere with the high school. The free library also occupies the building, and this fact was brought at once into the discussion. While everyone praised the library and its work, yet there was a sentiment that the library should not occupy space needed for teaching purposes. The matter was referred to a committee. The building of No. 3, however, has been condemned for primary use, on account of the fact that it is a frame building with a heating apparatus of old design.

#### ANOTHER NEW SALARY SCHEDULE.

The board also has rescinded the present salary schedule and appointed a committee to prepare a new one on the basis of the money allowed the borough by the board of estimate. In case the court of appeals decides in Brooklyn's favor in the matter of the \$325,000, the schedule adopted last June will go into effect the first of January, otherwise the present schedule will be used until the one to be reported by the committee is adopted.

### Queens.

Prof. A. MacLachlan has just completed a physical examination of the students of the Jamaica normal school. He found that sixty per cent. of the students in the normal department are defective in sight, and that more than forty per cent. of the children in the model school are similarly afflicted. The attendance is 250. An examination with regard to hearing is being conducted at present.

### Board Meeting.

At the last meeting of the borough board Supt. Stevens recommended that the legal status of the negro children in the borough be determined by means of a test case. The case of the Cisco family in Jamaica, where a young negro was refused admittance to the high school, probably will be the one tried.

Supt. Stevens' recommendation to have all truants committed to the Westchester home or the Catholic protector, was approved, and he was given jurisdiction in all cases.

Asst. Supt. Fagan reported that the Hancock building in Long Island City was in an unsanitary condition and unfit for school purposes. It is used on Sundays as a church.



### Scarlet Fever in Jersey City.

JERSEY CITY, N. J.—Last Thursday night the board of education received a letter from Mayor Hoos, calling attention to the fact that thirty-four cases of scarlet fever and diphtheria had been reported from public school No. 12. The trouble is reported by the health inspectors to be that the cellar is lower than the sewer, and the boiler pit lower still. The water backs up and floods the pit and cellar, and stagnates there, sending odors and disease up into the school-rooms.

### Lower Insurance Rates on Schools.

NEWARK, N. J.—Pres. Quinn, of the board of education, has done the citizens of Newark a service in securing lower insurance rates on the school buildings. He asked for bids from a number of companies, and the rates proposed ranged from forty cents on \$100 down to twenty cents. The lowest bid was twenty cents on \$100 for three years, and this was accepted. The total amount of the policies is \$360,000, and last year the board paid eighty cents on \$100 for three years and forty cents on \$100 for one year. So the rate for this year is the lowest ever placed by the board.

### Chicago Notes.

#### The Federation Meeting.

Handel Hall was not available for the Federation's last meeting so we were crowded into a small room in one of the upper stories of the building.

The chief business was the organization of a stock company to buy a dairy farm. Mr. Byrne told where this farm was situated and how it was proposed to run it.

#### Dr. Vinton's Address.

The speaker of the day, Dr. Vinton, was introduced. Of course as his specialty is reading he placed that before everything else in importance. He does not know how much we all think of Miss Locke or he would not have said what he did about children's being taught to daub in colors. His remarks antagonized many teachers instantly and made them unwilling to be convinced by what he said.

He thought that the "special" in any branch should instruct the teacher and not the pupil; that the practice in use at present brought discredit on the teacher. That depends, the teachers believe, upon both special and teacher. As conducted now, a lesson from a special in any branch is a thing to be most highly appreciated and the joy with which Mr. Norse, for instance, is greeted upon his appearance in a school-room shows in what estimation both teacher and pupil hold a lesson from him. The drawing teachers also usually bring joy with them and a wish to please a special is an incentive during the entire month. No, no special brings discredit upon us because the children know he knows more than we do about some things, which is not proof in their eyes that he is equally wise in everything.

He said that the chief fault in reading was too low a voice. Mrs. Coonly, who was president of the "Woman's Club," had said in an article that half the pleasure of hearing a paper was destroyed by the indistinct and low voices of the women. If Dr. Vinton wants to hear loud voices let him pass thru the halls when the children of second and third grade are reading and he will rejoice.

#### Miss Locke on Interpretation of Architecture.

At the principal's meeting Miss Locke, who spent the summer in Europe, lectured on "The Interpretation of Architecture." A large screen on the platform was covered with photographs of a size suitable for a school-room. Among them was Sir Galahad, which ought to be in every room, for nothing more beautiful than the boy and the horse could be put before the children. There was also, "The Blessed Damosel," of Rossetti, which is much prettier in black and white than in the original colors. There were also, Savonarola, Winged Victory, St. Mark's Cathedral, Homer, Aurora, Last Supper, Milan Cathedral, and Joan of Arc.

The whole exhibition was suggestive to the teacher who wished to purchase pictures for the school-room. Miss Locke spoke eloquently about the advantages to the child and the school of spending their pennies for pictures. When it is put in a bank it is for themselves, but a picture benefits all.

She spoke of the greater obstructions as well as greater enthusiasm there is to the cultivation of art in the children of New York; she said that our lack of enthusiasm was due to purse limitations. She suggested that instead of having one picture in each room, a beauty spot be made where all the pictures are massed; in each room there should be a beauty spot for the sake of the influence; pictures bring health, life, and light.

If one would know how to live study Fra Angelico; he has brought more sunlight into life than any other artist.

Every school-room should have statues or pictures of Homer, who taught the world patriotism, Savonarola and Dante. Around them all the virtues in the world are twined.

The details of most pictures, especially religious pictures are better suited to a school-room than the whole picture. Joan of

Arc is the French expression of the eternal womanly, the saint of France.

One should prepare for a European trip by reading, Miss Locke said, and then she gave a carefully worked out list of books that should be read in preparation for visiting each place of interest.

When one hears the flow of wit and wisdom from Miss Locke one cannot help wondering how many books, how much observation and how much intellect combine to produce such wonderful speeches as she makes. There is not one dull moment. Greece and Rome will be the goal of many teachers to whom Paris and London have been the Meccas heretofore; and altho we may see but a very, very small portion of what she sees, even that little will brighten a great many dull places in life.

MARY E. FITZ GERALD.

### Philadelphia Notes.

#### Ungraded Classes in Elementary Schools.

PHILADELPHIA, PA.—The committee on elementary schools has recommended the adoption of an amendment to the rules of the board of education, making eligible for election to teaching positions in ungraded classes only such teachers as have a special certificate granted by the board. The election of such teachers would otherwise be in the hands of the sectional school boards and it is deemed best to restrict the applicants for such positions as much as possible. A list of teachers holding special certificates will be furnished to the sectional school boards that they may select teachers therefrom. These classes will be a regular part of the elementary schools. While primarily they are intended for children who come under the provisions of the compulsory education law, who are backward in their studies or cannot be disciplined in ordinary schools, yet they are not intended for incorrigible or vicious children.

#### Philadelphia Educational Associations.

The Educational Club.—Regular meeting on the last Friday of each month from October to May inclusive. Executive committee: Franklin S. Edmonds, Andrew J. Morrison, William L. Sayre, David H. Stout, and J. Monroe Willard, chairman. Executive council: Pres., Andrew J. Morrison, principal Northeast normal training school; Vice-Pres., Charles H. Brelsford, principal Claghorn school; Sec'y, David H. Stout, principal Cambria school; Treas., Edward Gideon, principal Meade school; Francis Burke Brandt, head of department of pedagogy, Central high school; Edward Brooks, supt. of public schools; William W. Brown, principal Joseph Singler school; Milton C. Cooper, principal Packer school; Oliver P. Cornman, principal Northwest school; Franklin S. Edmonds, Department of political science, Central high school; George W. Flounders, Principal Morris school; D. W. Hutchin, principal North Liberties school; William C. Jacobs, assistant supt. of schools; George V. Z. Long, Nichols school; Theodore L. MacDowell, Taggart school; William L. Sayre, principal Central manual training school; Edgar A. Singer, asst. supt. of schools; George H. Stout, principal Newton school; J. Monroe Willard, principal Philadelphia normal school.

THE TEACHERS' INSTITUTE.—Quarterly meetings are held on the third Saturday of September, February and May and on the second Saturday of December. Lectures and students meetings (teachers' classes) are held at times arranged by the business committee. Pres., William H. Samuel, Ph.D.; Vice-Pres., Charles A. Randall; Sec'y, Mary A. Wallace; Treas., Ella M. Lukens; chairman business committee, Robert J. McLaughlin; representative to N. E. A., Andrew J. Morrison.

Friends Teachers' Association.—Bi-monthly meetings are held thruout the school year, usually on the second seventh day, beginning with the tenth month. Pres., Walter P. Stokes; Sec'y, Margaret Kirk; Treas., Walter W. Haviland; business manager, Agnes L. Tierney.

The Herbart Club.—Pres., Dr. Francis Burke Brandt; Vice-Pres., George V. Z. Long; Cor. Sec'y, W. Wesley Stevenson; Rec. Sec'y, John Christopher.

Alumnae Association, Girls' High and Normal School.—Executive board meeting, the first Friday of each month, 4:30 P. M., at the Girls' high school. Pres., Mrs. George W. Kendrick, Jr.; Vice-Presidents, Mrs. H. W. Halliwell, Miss Virginia C. Piper; Cor. Sec'y, Mrs. B. Frank Johnson, 1706 Gratz street; Rec. Sec'y, Mrs. G. L. Estabrook, Jr.; Treas., Mrs. Charles G. Saul.

Associated Alumni of the Central High School.—Meetings held about the middle of February, and in June on the evening of the day preceding the commencement exercises of each graduating class. Meetings of the board of managers the first Tuesday of October, December, February, March and June. Association founded in 1842, incorporated in 1873, reorganized in 1886. Pres., Robert E. Pattison; Vice-Presidents, John F. Lewis, John R. Fanshawe; Rec. Sec'y, George B. Hawkes; Cor. Sec'y, William John Long, s. e. cor. Broad and Green sts.; Treas., Charles Biddle.

Alumnae Association, Philadelphia Normal School.—Annual meeting, second Saturday in January. Other meetings from October to June inclusive, at direction of board of trustees. Pres., Mary Craig Peacock; Vice-Pres., Jane Rodgers; Sec'y, Julia Frances Cascaden; Treas., Helen Pulaski; executive committee, Eleanor Lungren, Mary Craig Peacock, Jane Rodgers, Julia Frances Cascaden, Helen Pulaski, Jane Barlett, Mary Reading Timanns.

#### Expensive Teaching.

PHILADELPHIA, PA.—At the last meeting of the committee on elementary schools, attention was called to a peculiar condition of affairs in two of the schools. The Keystone grammar school, in the ninth section, has three grammar grades with an attendance of 121 children, while the teachers' salaries amount to \$33.55 or \$27.72 a pupil for a year. The Locust street grammar school has four grammar grades, with an attendance of only 162. The salaries are \$4,695, or \$28.98 per pupil for a year. The committee, in consequence of this, at once recommended to the board of education that the eighth and ninth sectional boards be notified that the schools must be consolidated.

### Rhode Island Institute of Instruction.

PROVIDENCE, R. I.—Over 3,000 people were crowded into Infirmary hall on October 27, when the Rhode Island Institute of Instruction began its fifty-fourth annual meeting. The session was opened by Pres. Joseph N. V. Rich. After a few introductory remarks he presented Pres. G. Stanley Hall, of Clark university, who spoke on "The Education of the Heart," making a strong plea for the cultivation of joyousness and health in thought and action. Rev. Anna Garlin Spencer, of Providence, next spoke on "Some Phases of Modern Education."

#### The Section Meetings.

The section meetings were held on Thursday and Friday afternoons. Before the grammar section on Thursday, Supt. Preston N. Search, of Holyoke, Mass., gave a paper on "The Elimination of Waste in Schools," which already has appeared in these columns; Prin. Chas. H. Keyes, of Holyoke, Mass., followed with an address on "Keeping the Pupil at the Top of His Effort."

Prof. William H. Burnham, of Clark university, gave some "Suggestions from the Psychology of Adolescence." Supt. Tarbell, of Providence, also made an address.

On Friday Dr. G. W. Fitz, of Harvard, spoke on "The Hygiene of Instruction in Elementary Schools." In the course of his address he offered the following suggestions for consideration:

"First—The mental effort of which the child is capable is primarily connected with the physical activity and with sense perception.

Second—The physical activity most needed by developing childhood is best found in plays and games, in the various games, occupations, and imitations of childhood, in gymnastic games and in the progressively difficult demands of gymnastics, and of well directed manual training. These present mental as well as physical problems, fully adapted to the child's stages of development and insure adequate physical growth.

Third—The conditions favorable to the mental development of a child of seven years of age are not found in arithmetical processes, but in concrete number relation; not in the science of language, but in its use: not in the use of symbols as in reading, nor in the efforts at the fine motor co-ordinations, as in writing with pen or pencil, but in drawing and picture writing on the blackboard; in gymnastics and manual training, and in the fascinating study of plants and animals.

Fourth—The wholesome development of the child's nervous system depends upon maintaining his interest in the school

work, fostering and directing his spirit of inquiry and satisfying his love for activity. Suggestion and substitution must take the place of prohibition and repression. The truest discipline is the self-control of interest.

Fifth—The teacher must not be misled into demanding logical sequence or continuity from the child. Superficiality is both the safeguard and stimulus of childhood.

Sixth—The child's increase of mental power is not in proportion to the mental effort he is forced to make, but is mainly determined by natural physical growth.

Seventh—The teacher should be freed from the necessity of forcing her pupils through a measured amount of work, and her success should be determined by the physical condition of the children—their wideawake interest in work and their power of coherent description."

Dr. Emerson E. White, LL.D., of Columbus, Ohio, delivered an impressive address on "School Discipline and Character Training." This address will soon appear in these columns.

#### PRIMARY AND KINDERGARTEN SECTION.

At the primary and kindergarten section, Miss E. E. Carlisle, associate professor of pedagogy at Wellesley, made the opening address, on "Science and Nature Study under Present Conditions." Miss Blanche H. Broadman, of Providence, then spoke on "Nature Work in the Kindergarten," her address being supplemented by the use of charts made by pupils. Supt. Clarence F. Carroll, of Worcester, Mass., made the final address, on "The Place of the Kindergarten in the Public School System."

#### MANUAL TRAINING SECTION.

At the manual training meeting Prof. Nathan S. Shaler, dean of the Lawrence Scientific school, Harvard, spoke on "The Natural History of Education." He was followed by Prin. Henry Whittemore, of the state normal school, Farmington, Mass., who delivered an address on the need of manual training in the grammar grades. "The Educational Side of Domestic Science" was treated by Miss Abby L. Marlott, of the Providence manual training high school.

#### Normal School Alumni Meeting.

On Friday evening the magnificent new building of the normal school was thrown open to the teachers. This building, erected at an astonishingly low figure, is probably the most beautiful normal school in the United States. The occasion was the twelfth annual meeting of the alumni of the school, and was opened by a reception and banquet, after which the formal meeting was held in the main auditorium. Among those seated on the stage besides the officers of the organization, were Gov. Elisha Dyer, one of the few state executives who take a personal interest in educational matters, and who made an address; Mrs. Dyer, Dr. W. A. Mowry, who has attended more than forty of the annual state institutes; Prin. Fred Gowing, of the normal school, who made his first public appearance in that capacity; Dr. Emerson E. White, of Columbus, Ohio; Com. Thos. Stockwell; former Prin. George A. Littlefield; Supt. Tarbell, of Providence; Hon. John E. Kendrick and Mrs. Kendrick.

#### Final Session.

At the final session of the Institute James L. Hughes, of Toronto, spoke of "Dickens as an Educator," and Prof. C. T. Manchester treated "Literature as a Means of Education." Mrs. Alice Freeman Palmer also spoke on "Qualifications of Teachers." The following officers were elected for the ensuing year; F. W. Doring, of Woonsocket, president; Nathan G. Kingsley, of Providence, secretary; E. Dennis, Jr., of Providence, treasurer.

Men and medicines are judged by what they do. The great cures by Hood's Sarsaparilla give it a good name everywhere.

## Dole's The American Citizen

is in use in schools in every State in the Union except Nevada. Two States and two Territories have adopted it for all schools. The extent of the service that the book is doing in the cause of good citizenship is shown by the following representative adoptions: In California by 14 large cities and towns, besides 18 counties; in Illinois, by 131 cities and towns; in Maine, by 159; in Massachusetts, by 107; in New Hampshire, by 106; in Ohio, by 56; in Pennsylvania, by 90; and in Texas, by 108.

Dole's The American Citizen may be used  
as a text-book or as a supplementary reader.

CLOTH. 336 PAGES.

INTRODUCTION PRICE, 90 CENTS.

D. C. HEATH & CO., Publishers,

BOSTON,

NEW YORK,

CHICAGO.



## Notes of New Books.

*Text-books of Algebra with Exercises*, by Fisher and Schwatt.—This is an admirable book. Some of its strong points are the following: The abstract is continually approached thru the concrete. The book is more bulky than ordinary text-books on the subject, but a careful examination shows that this has been caused chiefly by the great amount of illustrative matter given to make clear its principles and rules.

Great care is taken to show the reason for every step taken, and yet the beginner is kept from being bewildered by an excess of formal proofs, by having the subject matter printed in two sizes of type. That in the larger type constitutes a broad elementary course, while that in smaller type consists of formal proofs and the more difficult part of each topic.

Transposition and clearing of fractions are treated not as ends in themselves, but as means of obtaining equivalent equations, whose solution is more easily obtained than that of the given one.

In the first chapter on problems, the pupil receives careful training in translating the verbal language of a problem into the symbolic language of an equation. An unusual number of graded examples and problems is given, enabling teachers to select different ones for classes of successive years.

The authors have introduced the solution of equation by factoring much earlier than is usually done, making it possible to furnish problems involving quadratics before that subject has been treated at length. The introduction of imaginary numbers has been so skilfully done, as to rob that subject of many of its terrors. Inequalities, irrational numbers, and infinite solution of problems receive their due share of attention. (Published by the authors, University of Pennsylvania, Phila., Pa.)

*The Discharge of Electricity Thru Gases*, by Prof. J. J. Thomson, of the University of Cambridge. These lectures give the results of a series of experiments upon the condition assumed by gases under the action of electricity. Most gases act like compound bodies, even where the gas itself consists of a single element, some of the atoms moving to one pole and others to the opposite. So, many gases become charged statically when acted upon by a current, even holding the charge when connected with the earth. A similar charge can often be produced by heat, or by the peculiar Roentgen rays. Prof. Thomson's view seems to

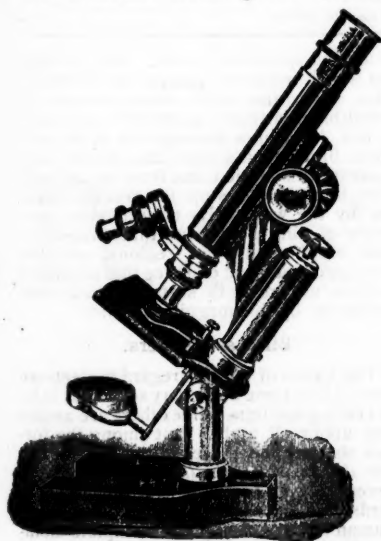
be that electricity is a compound substance rather than a manifestation of force, the view now held by most physicists. (Charles Scribner's Sons, New York. Price, \$1.00 net).

*The Elements of Physics*, by A. P. Gage, Ph. D., revised edition. This edition differs from the original in three important ways. First, it is far better arranged for class use and readily admits of combining recitations with laboratory work: Second, many unessentials have been eliminated, while the more important principles have been elaborated and such additions made as include later discoveries and modern applications. Third, the mathematical formulæ have been put into form for use by the ordinary student, yet in some few instances they still give the impression that they are an end rather than an instrument. (Ginn & Co., Boston).

*Elementary Zoology*, by Frank E. Beddard, M. A. (Oxon.), F. R. S. The author seeks to lead the beginner to an understanding of the leading forms of animal life by dissecting and closely examining a few typical forms. In these, the pupil is expected to find all the organs, both large and minute; and very full descriptions are given to be read in connection with the work. The species selected are generally common, as the Hydra, Crayfish and Cockroach. This is followed by a very full discussion of the reproductive process, and the changes of the egg are carefully traced. The whole is illustrated by excellent diagrams, mainly reproductions; but it is suited only to students of full classical training. (Longmans, Green, & Co., New York).

Few school editions deserve more unconditional approval than Prof. Max Winkler's edition of *Goethe's Egmont*. The editor prints, in addition to the text of the drama, Schiller's historical account of Count Egmont and his criticism of Goethe's drama. This enables the student to compare Goethe's production with the historical facts and to form an independent judgment concerning Schiller's solution of the dramatic problems involved. Schiller's historical sketch and criticisms will be welcomed also because they supply the student with related matter for supplementary reading in German, a feature that unfortunately has been neglected in school editions. The introduction by Prof. Winkler is an excellent statement of the literary problems which present themselves and deserve the serious attention of every one interested in the correct interpretation of the drama. The notes are helpful thruout and deal with the real difficulties of the text. The book will interest all students who may be fortunate enough to use it, in sound literary criticism. (Ginn & Co., Boston.)

Price Means Nothing Till You Have Seen the Goods.



CATALOG  
and  
Supplement  
Free  
and Postpaid.  
Send Now!

### THE • AAB • MICROSCOPE

is designed especially to meet the requirements of Secondary Schools, both in *Quality, Convenience, and Price*

DUTY FREE PRICES TO SCHOOLS.

Subscribe for the **Journal of Applied Microscopy** One Dollar per year.  
PUBLISHED BY Bausch & Lomb Optical Co., Rochester, N. Y.

**BAUSCH & LOMB OPTICAL COMPANY,**  
561 North St. Paul Street, Rochester, N. Y.

## The World's Best Literature at the Cost of "a Song."

These are samples of hundreds. Full list sent free. Send for 50 cents' worth of samples (no duplicates), for 35 cts. Prices are postpaid. Always unabridged, large type.

Longfellow's Evangeline, 5c. Hiawatha 10c.	Sinbad the Sailor, 3c.
Lowell's Vision of Sir Launfal, 3c.	Andersen's Fairy Tales, selections, 3c.
Bryant's Thanatopsis, etc., 3c.	Irving's Sleepy Hollow, 3c. Rip Van Winkle, 3c. Spectre Bridegroom, 3c.
Holmes' One-Hoss-Shay, etc., 3c.	Ilekens' Chimes, 5c. Christmas Carol, 5c., Cricket, 5c. All three, 15c.
Shakespeare's Plays, each, 7c.	Bacon's Essays, complete, 15c.
Goldsmith's Deserted Village, etc., 3c.	Burke on the Sublime, 10c.
Burns' Cotter's Saturday Night, etc., 3c.	Locke on Con. Understanding, 10c.
Tennyson's Enoch Arden, 3c. Locksley Hall, 3c. Lancelot and Elaine, 3c.	Goldsmith's Vicar of Wakefield, 10c.
Macaulay's Lays, 3c., Essay on Milton, 10c., Johnson, 3c. Bacon, 10c. Hastings, 10c., Pitt, 6c., History, 3c., Addison, 7c., Chatham, 7c., Fred. the Great, 7c.	Brown's Rab and his Friends, 3c.
Emerson's Essays (12 of them), each, 3c.	Franklin's Poor Richard's Sayings, 3c.
Arnold's Sohrab and Rustum, etc., 3c.	Elizabeth; or, Exiles of Siberia, 7c.
Ruskin's Sesame, etc., 12c. Wild Olive, 12c. Ethics of Dust, 12c. Queen of Air, 12c. All four, 36c.	Scott's Lady of Lake, 10c. Marston, 10c.
Browning's Pied Piper, etc., 3c.	Pope's Essay on Man, 5c.
Chaucer's Story of Griseld, 3c.	Carlyle's Hero as Poet, 3c. Priest, 3c. Prophet, 3c. Divinity, 3c. Man of Letters, 3c. Essay on Burns, 6c. Essay on Carlyle, 3c.
Spenser's Red Cross Knight, 3c.	Spencer's Philosophy of Style, 5c. Intellectual Education, 7c. Moral Education, 7c.
Coleridge's Ancient Mariner, 3c.	Summer's True Grandeur of Nations, 5c.
Cowper's John Gilpin's Ride, 3c.	Washington's Farewell Address, etc., 3c.
Eliot's How Lisa Loved the King, 3c.	Juvenile Gems, Prose, Poetry, and Pictures, five collections, each, 3c., or all, 10c.
Gray's Elegy in a Country Churchyard, 3c.	Bunyan's Pilgrim's Progress, 3c.
Hood's Bridge of Sighs, Song of Shirt, etc., 3c.	Ancient Classics for English Readers, 20 of them, each 10c., or all, \$1.33.
Ingelow's Songs of Seven, etc., 3c.	Favorite Poems, 23 authors, 5 collections, each 3c., all 10c.
Keat's Eve of St. Agnes, etc., 3c.	Famous Authors, brief biographies of 39, eight collections, each 3c., all 16c.
Poe's The Raven, Bells, etc., 3c.	By author of "Pushing to the Front": Boys with No Chance, 3c. On Time, 3c. Tact, 3c. Self-Help, 3c. Man with an Idea, 3c.
Goethe's Herman and Dorothea, 7c.	
Schiller's Song of the Bell, etc., 3c.	
Shelley's Sensitive Plant, etc., 3c.	
Aesop's Fables, illustrated, 7c.	
Aladdin and Wonderful Lamp, 3c.	

When ordering, mention THE SCHOOL JOURNAL. Send cash. Address

**JOHN B. ALDEN, Publisher, 440 Pearl St., New York.**

## Interesting Notes.

### Caught a Monster Hen Hawk.

A huge bird, which has been seen for a month or more hovering about the mountains south of Danbury, Conn., attracted the attention of hunting parties. One afternoon Perry F. Steadwell, a local shot, climbed Tom mountain and discovered the bird's retreat beneath a huge crag on the mountainside. The bird itself was perched upon the very top of the crag. Because of the difficult climb Steadwell carried only a revolver. He approached within range of the bird and succeeded in breaking one of its wings at the first shot. The bird fell almost at his feet, and when he approached it, it attacked him with beak and talons. He dispatched it with the butt of his revolver after a brief fight, in which he received several scratches. The bird was a hen hawk of remarkable size. It measured seven feet five inches from tip to tip and its talons were nearly two inches long.

### Cristobal Colon's Cat.

A prisoner of war, who positively refused to be interviewed, was seen at the office of the United States Express Company recently en route for the United States supply station, in St. Joseph's, Mich., where he will be placed in custody of Lloyd Clark, a relative of Captain Clark, of the Oregon. The following notice was found pasted on the prisoner's personal effects:

"To Good Americans—Treat me kindly and give me food, for I am a prisoner of war from the Cristobal Colon being forwarded to my captors, the crew of the Oregon, to the gallant commander, Captain Clark, whose brave efforts forced the Colon to surrender on July 3, 1898." The prisoner's name was Mr. Thomas Cat. He was a handsome specimen, having a silver gray coat, with tiger stripes, and showed the effects of having passed thru the horrors of the war, altho very much incommunicado.

### Horses Have Humor.

Horses may have no souls but they have humor, which for the practical purposes of the world is sometimes quite as good, and let no one doubt they enjoy it. Some time ago a fire horse that had been sold to a second-hand furniture man was coming down the street with a load when the signal gong rang in the engine house it just happened to pass. The old horse had been going at the pace of a nag that works by the day. But there was a change.

The driver picked himself up to see his steed disappearing around the corner at breakneck speed, with bureau drawers and chairs flying out behind and littering the street. Away it went, like a meteor, ahead of the flying fire brigade, to the fire, picked out a hydrant and backed what was left of the wagon up against it. Only then did it stop. But if any doubter could have seen the grin on that horse's face as it eyed its driver who came panting up to claim it, he would have doubted no longer.

### Alaska's Brown Bears.

"The brown bear is the great roadmaker of the Alaska peninsula," said Hugh Mayo, a guide of many years' experience in that region. "Not only are the banks of the streams trodden into good trails by the huge, lumbering brutes, but the swampy plains are crossed in every direction by paths leading to the hills. The traveler will do well to follow them in journeying across the country, as they invariably lead to the best fording places of streams and form the easiest routes to the hills. The northern side of the Kenai peninsula, bordering the shores of Cook Inlet, Kaodiak island, and the Alaskan peninsula as far west as Uniak island are favorite stamping grounds of the Alaska brown bear. He is

a huge, shaggy animal, varying in length from six to twelve feet and weighing from 800 to 1,100 pounds. This bear possesses all the courage and fierceness of his southern cousin, the grizzly, and he has been hunted so little as yet that he is absolutely fearless of man and is an exceedingly dangerous adversary.

"Being an expert fisher, the bear frequents, during the salmon season, all the rivers emptying into the Bering sea and the North Pacific and their tributaries as far as the fish go.

"The Alaska cranberry is an especially toothsome morsel to the brown bear, although the berry is not sweet, and the bear has a particularly sweet tooth. The Alaska cranberry grows on marshes that are 2,000 and even 3,000 feet above the sea level. Bear hunters haunt these elevated marshes when the berries are ripe, for then they are sure of a profitable and easy bear harvest."

### The Great Snowy Owl.

A writer in *Vick's* magazine says that "The winter or late autumn brings, at times, a visitor from the far north, the great snowy owl, *Nyctea nivea*. I came upon him the other day crouched in the long, dead grass, which whistled in the cold wind, while the snow squalls swept along the far horizon. He turned his great black eyes on me for a moment and took wing. No bird that I ever saw has such motive power; the first flap of his broad wings sends him far forward or upward. He bounds up and scoops down, turning in any direction with all the ease and lightness of the swallow. A few seconds and his great bulk is a speck at the horizon, a moment more and he has vanished, while you still stand gazing in wonder at his

grace and speed and power. He certainly has small reason to forego his southern trip; when the arctic winter comes on breadths of latitude can be nothing to him. A few days, or a fortnight at most, will allow him to pass over the stretch that separates his arctic home from us, and still give him time to stop for rest and feeding by the way. His natural vigor and power of wing is so great that the severe cold of the sub-polar regions, and the passage of the great distance that separates it from us, are both sustained with ease, evidently, by this magnificent bird."

### Birds as Sleepers.

The habits of birds in regard to sleep are very unlike, some being very solicitous to be in bed in good time, while others are awake and about all night. But among the former the sleeping-place, is the true home, the *domus et penetralia*. It has nothing necessarily in common with the nest, and birds, like some other animals and many human beings, often prefer complete isolation at this time. Sparrows, which appear to go to roost in companies, and sometimes do so after a vast amount of talk and fuss, do not rest cuddled up against one another, like starlings or chickens, but have private holes and corners to sleep in. They are fond of sleeping in the sides of straw ricks, but each sparrow has its own little hollow among the straws, just as each flock of sleeping larks makes its own "cubicle" on the ground.

### You Can Get Allen's Foot-Ease FREE.

Write to-day to Allen S. Olmsted, Box 832, Le Roy, N. Y., for a FREE sample of Allen's Foot-Ease, a powder to shake into your shoes. It cures swollen, aching, tired feet. The greatest comfort discovery of the age. An instant relief for Corns and Bunions. All druggists and shoe stores sell it. 25 cents.



Comparing the sizes of toilet soaps with Ivory Soap, the Ivory Soap should cost four times as much as the toilet soaps. It is exactly the reverse, and when you buy Ivory Soap you pay about one-fourth as much for it.

The best people use Ivory Soap for their toilet and bath; because of its purity, the effect upon the skin is beneficial.

**A WORD OF WARNING.**—There are many white soaps, each represented to be "just as good as the 'Ivory';" they ARE NOT, but like all counterfeits, lack the peculiar and remarkable qualities of the genuine. Ask for "Ivory" Soap and insist upon getting it.

Copyright, 1896, by The Procter & Gamble Co., Cincinnati.



# THE SCHOOL JOURNAL

NEW-YORK-AND-CHICAGO-

[Entered at the N. Y. P. O. as second-class matter.]

Published Weekly by  
**E. L. KELLOGG & CO.,**

The Educational Building,  
61 E. NINTH STREET, NEW YORK.  
267-269 WABASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

## SUBSCRIPTION RATES.

TWO DOLLARS a year in advance. One dollar for six months. Single copies, six cents. School board numbers, ten cents. Foreign subscriptions, three dollars a year, postage paid.

## ADVERTISING RATES

Will be furnished on application. The value of THE SCHOOL JOURNAL as an advertising medium is unquestioned. The number and character of the advertisements now in its pages tell the whole story. Circulating as it does among the principals, superintendents, school boards, and leading teachers, there is no way to reach this part of the educational field so easily and cheaply as thru its columns.

## Literary Notes.

The late Charles A. Dana's *Recollections of the Civil War*, to be published shortly by D. Appleton & Company, will be a notable volume of historical, biographical, and personal reminiscences. Mr. Dana was intimately connected with the inner workings of the war department, and his book will throw light on many subjects hitherto hidden.

Appletons will publish very soon *Cannon and Camera*, by J. C. Hemment. This will be a pictorial history of the war, Mr. Hemment having been thru all the scenes in camp and field, with his ever-ready camera.

A new edition of the Coverly papers from the *Spectator*, edited by Mary E. Litchfield, is in preparation by Ginn & Company.

The Thanksgiving number of *The Youth's Companion* will contain a sketch by Mary E. Wilkins, entitled, "A New England Girl Seventy Years Ago."

# Pears'

Pretty boxes and odors are used to sell such soaps as no one would touch if he saw them undisguised. Beware of a soap that depends on something outside of it.

Pears', the finest soap in the world is scented or not, as you wish; and the money is in the merchandise, not in the box.

All sorts of stores sell it, especially druggists; all sorts of people are using it.

An early number of *The Outlook* will contain a paper by Thomas Wentworth Higginson on "My Literary Neighbors." It goes without saying that it will be delightful reading.

D. C. Heath & Company have in press Dumas's *La Question d'Argent* with introduction and notes by G. N. Henning, assistant in French at Harvard.

On November 19, the Century Company will issue a book on *Cuba and Porto Rico, with the Other Islands of the West Indies*, by Robert T. Hill, a geographer and geologist who has been engaged for years in scientific exploration in these islands.

*The Market Place*, the novel finished by Harold Frederic just before his death, will be published serially in *The Saturday Evening Post*, of Philadelphia.

Pres. Jordan, of Leland Stanford university, soon will publish with the Appletons a new book entitled *Foot-Notes to Evolution*. This is a review of the philosophy of evolution, especially from a biological standpoint.

Harper & Brothers have published this week *The Newcomes* in their biographical edition of Thackeray.

*Industrial Cuba: A Study of Present Commercial and Industrial Conditions*, by Robert P. Porter, soon will be published by the Putnams. Mr. Porter went to Cuba to study its tariff system as a representative of this government, so his facilities for observing the commercial and industrial conditions of the island were excellent.

*The New England Magazine*, for November contains a frontispiece of Admiral Dewey, in connection with an article on Montpelier, Vt., his birthplace and home. The article is written by Mr. Hiram A. Huse, a prominent lawyer of Montpelier, and contains many beautiful illustrations.

Mr. James Creelman, the able war correspondent, has a thrilling article in the November number of the *Review of Reviews* on his experiences before Santiago.

A portrait of Dr. Anita Newcomb McGee, the first woman to hold rank in the United States army, is the frontispiece in the November *Chautauquan*, and is accompanied by a sketch of her life and scientific work.

"Eastward Expansion of the United States" by Archibald R. Colquhoun, author of *China in Transformation*, is a valuable article on the conflict of Western races in the far East, in the November *Harpers*.

Noah Brooks contributes to the November *Century* his recollections of Mark Twain's early days in California, including an account of Mr. Clemens' first trip to Europe, described in *The Innocents Abroad*.

## Interesting Notes.

### The World's Production of Gold.

The report of the director of the United States mint shows that the world's production of gold and silver for the year 1897 were respectively, \$237,504,800 and \$183,096,080 fine ounces. Africa led in gold production, with the United States a close second.

### Sawdust Worth \$30 a Ton.

The men who run the big saw mills at Ottawa had their breath nearly taken away recently by the announcement by Victor L. Emerson, of Baltimore, that every ton of the five hundred tons a day of sawdust and refuse that they have been dumping into the Ottawa river is worth \$30, or as much as fairly good gold quartz. Mr. Emerson has invented a process by carbonizing the sawdust and extracting the by-products. From the hydrogen gas given off during the process of carbonizing, the whole city can be furnished with light and heat at ten cents a thousand feet. It is

said that this method of treating sawdust will bring to Ottawa several new industries, including iron and steel smelting works, white lead, manufacturers, printers' ink manufacturers, and acetylene gas or calcium carbide works.

## The Narrowest Country in the World.

Chile is the narrowest country for its length in the world. The distance from the nitrate beds of the north to Terra del Fuego is 2,600 miles. At no place is the country more than two hundred miles wide and in some places it is not more than fifty. It embraces all the land between the tops of the Andes and the Pacific ocean south of the river Sama, which divides it from Peru, and it has, in addition, most of the islands of the Magellan.

## Probably the Deepest Lake.

The deepest lake in the world, so far as known, is Lake Baikal, in Siberia. While nine thousand square miles in area, or nearly as large as Lake Erie, it is 4,000 feet to 4,500 feet deep, so that it contains nearly as much water as Lake Superior. Its surface is 1,350 feet above the sea level, and its bottom nearly 2,900 feet below it.

## To Travel Forty Miles an Hour.

Consul Metcalf, at Newcastle-on-Tyne, has sent to the state department a report that the builders of the wonderful turbine propelled boat Turbinia have begun the construction for a foreign government of two boats of the same style about 208 feet long and with 10,000 horse power. They are guaranteed to make thirty-five knots (forty miles) an hour.

## Models of Famous Buildings.

One of the most attractive parts of the Paris Exhibition of 1900, should be the annex, which will contain models of some of the most important modern buildings of the city. The model of the Hotel de Ville is to cost 58,000 francs. As the model of the great church of the Sacré-Cœur on the

# Puny Children

Who would prescribe only tonics and bitters for a weak, puny child? Its muscles and nerves are so thoroughly exhausted that they cannot be whipped into activity. The child needs food; a blood-making, nerve-strengthening and muscle-building food.

## Scott's Emulsion

of Cod-Liver Oil is all of this, and you still have a tonic in the hypophosphites of lime and soda to act with the food. For thin and delicate children there is no remedy superior to it in the world. It means growth, strength, plumpness and comfort to them. Be sure you get SCOTT'S Emulsion.

50c. and \$1.00, all druggists.

SCOTT & BOWNE, Chemists, New York.

## COMPLETE OUTFIT.

### HOW IS THIS FOR PRICE?

We will sell 50 of the following outfits for \$50.00 each to the first comers.



This is the cheapest outfit we have offered and, as usual, it bears our guarantee. Send for catalogue, \$20. Hire and War lists FREE.

RILEY BROS., Dept. 16 Beekman St., N.Y.

The Largest Insurance Company in the World.

## The MUTUAL LIFE INSURANCE CO. OF NEW YORK.

RICHARD A. McCURDY, - President.

ASSETS, Dec. 31, 1897, . . . \$253,786,437.66  
LIABILITIES, . . . \$218,278,243.07  
SURPLUS, . . . \$35,508,194.59

PAID TO POLICY-HOLDERS SINCE ORGANIZATION, . . \$462,997,250.71

INCOME IN 1897, . . . \$54,162,608.23  
INCREASE OF INCOME IN 1897, \$4,459,912.96  
INCREASE OF SURPLUS, . . \$5,774,679.89  
DECREASE OF EXPENSES, . . \$146,178.31

## THE ST. DENIS

EUROPEAN PLAN  
Broadway and 11th Street, New York.  
(Opposite Grace Church.)

The popular reputation the St. Denis has acquired can be readily traced to its—  
Unique Location, Home-like Atmosphere,  
Excellent Cuisine, Courteous Service,  
and Moderate Prices.

WM. TAYLOR & SON, Props.

At the End of Your Journey you will find it a great convenience to go right over to

## The GRAND UNION HOTEL

Fourth Ave., 41st and 42nd Sts.  
Opposite Grand Central Depot, New York.  
Central for shopping and theatres.  
Baggage to and from 42d St. Depot free.  
Rooms, \$1.00 per day and Upwards.

## Agents Wanted.

In every city of 10,000 inhabitants or more in the U. S., we want an energetic teacher—man or woman who has had some experience in canvassing, to sell the Kellogg Libraries. To one willing to devote Saturdays and evenings to the work we can offer dignified and remunerative employment. Address at once, stating position and previous experience in canvassing.

E. L. KELLOGG & CO.,  
(Book Department.)  
61 East Ninth St., New York.

top of the hill of Montmartre will not be in plaster but in cut stone, the expense will reach a larger sum. The New Sorbonne is also to appear, but the model will cost the comparatively small amount of 25,000 francs. The two palaces of the exhibition in the Champs-Élysées, and the Pont Alexandre III. will be among the structures to be reproduced on a small scale.

### A Roman Hospital Discovered.

It has often been discussed whether or not the Romans had hospitals, as there is scarcely an allusion to them in the works of Roman writers. The question is answered in the affirmative by the discovery at Baden of fourteen rooms, supplied with all kinds of medical and surgical apparatus—probes, tubes, pincers, cauterizing instruments, and even a collection of safety pins for bandaging wounds. There are also medicine spoons in bone and silver, measuring vessels, jars, and pots for ointment.

### More Trouble for Blanco.

The present autonomist government in Cuba is said to be more corrupt than the old Spanish colonial administration. Gen. Blanco, fearing an uprising of troops angry at being deprived of their pay, lately stationed four armed guards at every street corner in Havana.

### Experiments in Ocean Telegraphy.

Certain experiments have been made in ocean telegraphy by Prof. A. C. Crehore and Lieut.-Col. Geo. O. Squier, under the direction of the chief signal officer of the United States, that promises to work a revolution in this branch of electricity. The new system is known as the sine-wave system and under it words have been sent and received over a line 1,700 miles long at the rate of over 3,000 words per minute.

The change from existing telegraphic methods, consists in the substitution for the present appliance of a transmitter sending smooth waves, such as are obtained in alternating currents working without making any other changes whatever in the elements of the present system. The conditions for the transmission of messages over long cables are distinctly and widely different from those on aerial lines. The necessity for increased speed over ocean cables, while not generally appreciated, is obvious when viewed from a commercial standpoint. Since every cable spanning the Atlantic ocean costs several million dollars the value of any discovery that will increase the working power of these is at once apparent. Gen. Greely thinks the sine-wave system will greatly increase the working power of the cables.

### The Chinese Emperor.

In 1861 the Emperor Hien-Fung died leaving a boy of six years, who was proclaimed; Prince Kung, his uncle, and two widows of his father managing the government, the former being prime minister. This went on for four years; then the two women managed to get the entire power in their hands, Prince Kung being merely their tool. In 1872 the emperor married and attempted to rule, but his health failed and he died; the young empress died about the same time, creating grave suspicions. The two widows now had it all their own way, and chose the son of Prince

## Was Never Well

But Hood's Sarsaparilla Has Given Her Permanent Health.

"I was a pale, puny, sickly woman, weighing less than 90 pounds. I was never well. I had female troubles and a bad throat trouble. I came across an advertisement of Hood's Sarsaparilla and had faith in the medicine at once. I began taking it and soon felt better. I kept on until I was cured. I now weigh 103 pounds, and never have any sickness. Hood's Sarsaparilla will not cure. My blood is pure, complexion good and face free from eruptions." MRS. LUNA FARNUM, Box 116, Hills Grove, Rhode Island.

## Hood's Sarsaparilla

Is the best—in fact the One True Blood Purifier.

Hood's Pills are tasteless, mild, effective. All druggists. 25c.

A Skin of Beauty is a Joy Forever

## DR. T. FELIX GOURAUD'S ORIENTAL CREAM, OR MACIAL BEAUTIFIER

PURIFIES AS WELL AS BEAUTIFIES THE SKIN. NO OTHER COSMETIC WILL DO IT.

Removes Tan, Pimples, Freckles, Moth-Patches, Rash

and Skin diseases, and every blemish on beauty, and defies detection. On its virtues it has stood the test of 48 years; no other has, and is so harmless we taste it to be sure it is properly made. Accept no counterfeit of similar name. The distinguished Dr. L. A. Sayre said to a lady of the haut-ton (a patient): "As you ladies will use them, I recommend Gouraud's Cream as the least harmful of all the skin preparations." One bottle will last six months, using it every day. Also Poudre Subtile removes superfluous hair without injury to the skin.

For sale by all Druggists and Fancy Goods Dealers throughout the U. S., Canada and Europe. Also found in N. Y. City at R. H. Macy's, Stern's, Ehrlich's, Ridley's, and other Fancy Goods Dealers.

Beware of Base Imitations. \$1.00 Reward for arrest and proof of any one selling the same.



## OUR TIMES

The ideal paper of current events carefully edited for the school-room. It is now published twice a month, in magazine form—20 numbers a year. 50 cents a year; Clubs of two or more, 40 cents each.

"I endorse OUR TIMES. The pupils enjoy it. It has been very beneficial to them." —LUCY B. JONES, Jackson, Ohio.

E. L. KELLOGG & Co., 61 E. 9th St., N. Y.

FAVORABLY KNOWN SINCE 1826. BELLS. HAVE FURNISHED 35,000 CHURCH, SCHOOL & OTHER PUREST, BEST GENUINE WEST-TROY, N. Y. BELL-METAL CHIMES, ETC. CATALOGUE & PRICES FREE.

BUCKEYE BELL FOUNDRY E. W. VAN DUZEN CO., Cincinnati, O., U. S. Only High Class, Best Grade Copper and Tin Full, Sweet Tone Cheapest for Price Fully Guaranteed and Chimes. No Common Grades. The Best Only.

"It may be true what some men say.  
It maun be true, what a'men say."  
**PUBLIC OPINION**  
endorses Sapolio.—  
It is a solid cake of scouring soap...





## Arnold Constable & Co. Ladies' Furnishings.

Tea Gowns, Wrappers,  
Fall Styles in French Flannel.  
Crêpon and Silk, Japanese  
Silk Peignoirs, Eiderdown  
Bath Robes, Flannel and  
Silk Matinées, Silk Petticoats.

Paris Lingerie,  
Bridal Trousseaux.

Broadway & 19th St.  
NEW YORK.

**STUDY ILLINOIS**  
**Medicine during the Summer.**  
The Chicago Summer School of Medicine. A regular Medical College, holding sessions from March to September. Four years' graded course. Twenty Professors. Excellent clinics. Well-equipped Laboratories. Abundant dissecting material. Living costs one-third less than in Winter. No other great city has a climate allowing study all Summer. Co-educational. For Catalogue or other information, apply to  
H. H. Brown, M.D., Secy,  
103 State St., Chicago.

## BIRD TALKS.

By Prof. W. E. D. SCOTT,  
(PRINCETON, N. J.)

This well-known naturalist and author of "BIRD STUDIES," an illustrated book of the birds of EASTERN NORTH AMERICA, will give ILLUSTRATED LECTURE on "BIRDS" before Teachers' Clubs, Institutes, Schools, etc.

For terms, address as above.

## TEACHERS WANTED.

To teachers—both men and women—temporarily out of a position and to those who may be teaching but who have some leisure for other work, we can give an opportunity to earn

**From \$20 to \$40 a Week.**

in selling ANIMALS and our Teachers' Libraries. Write at once for particulars, stating how much time you can give to the work and what experience—if any—you have had.

**E. L. Kellogg & Co.,**  
61 East 9th St., - NEW YORK.

Chung as emperor, which was only in name, however, they continuing to rule. In 1881 one of the widows, Tsi-Tochi, died, and the other, Tsi-An, became sole ruler. This death caused suspicion also. In 1884 she dismissed Prince Kung; Prince Chung and the Marquis Tseng disappeared from her path, conveniently dying like many others. In 1889 the emperor, Kwang-Su, married, and Tsi-An published that she had retired, but she has continued to rule. The emperor published lately that China was going to adopt Western methods, but Tsi-An has rescinded them. It will be interesting to watch China.

### Italy Encroaching on the Sea.

Italy has had two hundred ninety-four square miles of land added to its territory in the last seventy years by the advance of the delta of the Po into the Adriatic sea. The measurement has been made by Prof. Marinelli, who carefully compared the Austrian surveys of 1823 with the Italian surveys of 1893. The addition amounts to the one six-hundredth of the total area of Italy at the earlier date.

### From St. Petersburg to New York.

Ambassador Hitchcock, has been corresponding with the state department in regard to the opening of a direct steamship line between Russia and New York. This will be done thru the United Steamship Company of Copenhagen, which possesses a large fleet of steamships. The vessels will soon make experimental runs between St. Petersburg, Riga, and New York.

### Antikamnia Tablets.

These tablets act primarily on the nervous system and are used for relieving pain. The definition of the word "Antikamnia" is "opposed to pain," which, judging from the pain and suffering alleviated by this remedy, is most appropriate. Antikamnia is not an opiate nor a narcotic. It is simply a "pain reliever" which does not merely stifle pain, but prevents it, and this it accomplishes without giving rise to any collateral inconveniences or any of the unpleasant after effects which so often follow the use of many remedies for pain. In neuralgia, be it dental, facial, sciatic or general, the relief afforded is safe, certain, and quick. Special attention is called to the obtunding properties of Antikamnia in all forms of ovarian pain, or in all painful conditions, such as headache, backache, nervous irritability, etc., arising from irregularities of menstruation. Cessation of pain in these cases invariably follows the taking of two five grain Antikamnia Tablets crushed; taken with a little wine, water, or a hot toddy, if preferred. This dose may be repeated every two or three hours.—*The Practical Doctor.*

Dr. W. T. Harris has truly said: "One great object of the school is to teach the pupil how to use the book." Supt. O. J. Laylander, of Cedar Falls, Iowa, where primary reading and spelling have been taught for years by the Pollard Synthetic Method, says: "The greatest benefit (from this method) is seen in the intermediate grades, where our children have an ability to use books, for instance, in connection with geography work, that does not come except with the power to read at sight." Full particulars about the Pollard Synthetic Method can be learned by writing the Western Publishing House, 358 Dearborn street, Chicago, Ill., who have an advertisement elsewhere in this issue.

### During the Teething Period.

MRS. WINSLOW'S SOOTHING SYRUP has been used for over FIFTY YEARS by MILLIONS of MOTHERS for their CHILDREN WHILE TEETHING, with PERFECT SUCCESS. It SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS all PAIN, CURES WIND COLIC, and is the best remedy for DIARRHŒA. Sold by Druggists in every part of the world. Be sure and ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.



This Beautiful Boudoir Clock given away with \$10.00 orders.

**BOYS and GIRLS**  
Get orders for our celebrated goods.

GREATEST INDUCEMENTS  
EVER OFFERED.

**WATCHES, CLOCKS, TEA  
SETS, TOILET SETS.**

**FREE** with \$5, \$7 and \$10 orders. Now is your chance to get orders for our Teas Coffees, etc.

Roasted coffees, 14, 16, 18, and 20 cents, per pound—Teas 20 and 25 cents per pound. Send this advertisement and 15 cents in stamps and we will send you a quarter pound of the best tea imported—any kind you may select—"The School Journal."

Send for New Premium and Reduced Price List.


**The Great American Tea Co.**

31 and 33 Vesey Street,

P. O. Box 289. NEW YORK, N. Y.

**MENNEN'S BORATED TALCUM**

**TOILET POWDER**



A Positive Relief for Chapped Hands, Chafing, and all afflictions of the skin. "A little higher in price, perhaps than worthless substitutes, but a reason for it." Delightful after shaving. Sold everywhere, or mailed on receipt of 25c. Get Mennen's (the original). Sample free.

**GERHARD MENNEN CO., Newark, N. J.**

## School JOURNALISM

INSTRUCTION BY MAIL ONLY. A thorough and scientific course adapted to the individual needs of writers. Long established. Responsible. Successful. Instructors experienced and competent. Students successful and pleased. Best of references. Write for descriptive catalogue. It is sent free. Address, Sprague Correspondence School of Journalism, No. 24 Telephone Bldg., Detroit, Mich.

**NEW SCHOOL BUILDINGS.**  
You want them to be attractive, convenient, well ventilated, well lighted.

### Gardner's School Buildings

is a book of plans for school-houses that should be studied by Boards of Education and Superintendents before beginning building operations. Price, \$2.10, postpaid.  
**E. L. KELLOGG & CO., 61 East 9th St., New York.**

JUST PUBLISHED

## Frye's Elements of Geography

Small 4to. Cloth, 164 pages. Fully illustrated. For introduction, 65 cents.

By ALEXIS EVERETT FRYE.

Author of "Child and Nature," "Brooks and Brook Basins," "Teachers' Manual of Methods in Geography," "Home and School Atlas," etc., etc.

This book is not an abridged edition of the larger book of this series, known as Frye's Complete Geography. While it stands entirely by itself,—a separate and an independent text-book,—it is also planned to lead up directly to the author's larger work. Teachers will find in the "Elements" an ample and satisfactory course for pupils who leave school early. These two books form an ideal and unrivaled series of geographies,—a series that has created widespread interest and aroused unbounded enthusiasm among progressive teachers and educators in every section of the country.

BY THE SAME AUTHOR.

### FRYE'S COMPLETE GEOGRAPHY

For introduction, \$1.25.

*Teachers and school officials who are looking for the latest and best series of geographies for common schools are cordially invited to write us about Frye's Geographies. Correspondence will receive prompt attention.*

GINN &amp; COMPANY, Publishers,

Boston. New York. Chicago. Atlanta. Dallas.

TWO NEW BOOKS.

### THE STUDENTS' SERIES OF ENGLISH CLASSICS:

SELECTIONS FROM

Dryden, Burns, Wordsworth and Browning.

Edited by Geo. A. Watrous, Utica Free Academy.

Cooper's The Last of The Mohicans.

Edited by R. P. Halleck, Louisville High School.

LEACH, SHEWELL &amp; CO., Publishers,

NEW YORK.

BOSTON.

CHICAGO.

## TOILET PAPER

Our paper adopted by the  
BOARD OF EDUCATION  
of New York for 1898. . .

We equip colleges and schools with the most satisfactory fixtures  
and best paper.

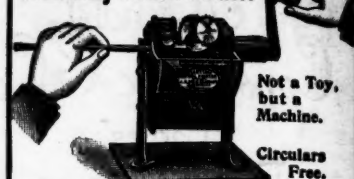
For particulars write

A. P. W. PAPER CO., Albany, N. Y.,

Or 88 and 90 Reade St., New York City

New York Chicago Philadelphia Boston San Francisco London Paris Berlin Cologne

### Planetary Pencil Pointer

Not a Toy,  
but a  
Machine.Circulars  
Free.

Needed in every Home and School.

Never breaks the point. Preserves the softest lead. Saves its cost in the saving of lead. Cleanly, convenient, useful.

Made only by A. B. DICK COMPANY,  
152-154 Lake St., Chicago. 47 Nassau St., New York.

**ANDREWS**  
**SCHOOL**  
**FURNISHING**  
65 5th Ave., N.Y. CO.



### Minerals for Schools.

Alpha Collection, \$2.00. Student's, \$3.00. Cabinet, \$10.00. Excelsior, \$100.

New illustrated catalogue, 10 plates, numerous cuts, bound in heavy boards, 25c. Circulars Free.

ROY HOPPING,

5 &amp; 7 Dey St., - New York.

**Attention Teachers** Inductive Questions and Tables in U. S. Hist. and Civil Gov't create interest, research and thought. Recommended by School Examiners and Teachers everywhere. So outlined to be used with any text-book. McKinley's Admin. included. \$2.50 per doz.; single copy, 25c. Enclosed find order for 1-2 doz. more copies. Book gives universal satisfaction.—H. M. Shutt, Supt., West Bedford, O. Monthly Report Cards, good for entire year, adapted to the "letter" or "per cent." system of grading. Printed to order. 100 or more, 1 cent each. Sample cards free. R. B. BENNETT & CO., Westerville, O.

THE BEST AIDS FOR ILLUSTRATION.

## Blackboard Stencils

WE HAVE ABOUT 500 DESIGNS  
HERE ARE SOME OF THEM:

Maps of Continents. 24x36 in. 10c. ea.  
Each State and Territory. 24x36 in. 10c. ea.  
9 Groups of States. 24x36 in. 10c.  
French and Puritan Wars. 5 Stencils. 40c.  
War of Revolution. 5 Stencils. 40c.  
Civil War. 10 Stencils. 80c.  
Border. 12x36 in. 10c.  
Rolls of Honor. 12x36 in. 10c.  
Physiology Charts. Set of 7. 50c.

THE FOLLOWING, 18x24 in.,  
5 CENTS EACH.

Language Lessons. 75 Designs.  
Animals. 40 Designs.  
Plants and Flowers. 35 Designs.  
Birds. 15 Designs.  
Portraits. 25 Designs.

Send 10 cents for 2 samples for trial—a Map of North America and a 5-cent stencil—with complete list.

E. L. Kellogg &amp; Co.,

61 East Ninth Street, New York.